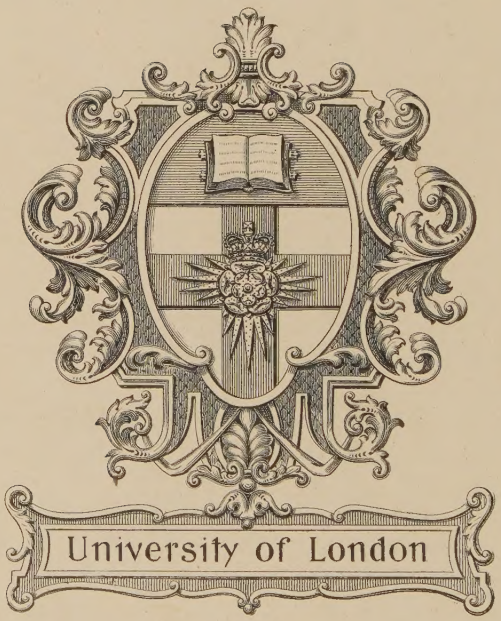
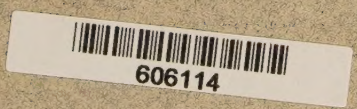
UNIVERSITY OF LONDON LIBRARY

THIS BOOK
MUST NOT BE REMOVED
FROM THE LIBRARY


University of London


606114

Digitized by the Internet Archive
in 2026

https://archive.org/details/reportsfromcommi0028vari_a8k7

REPORTS

FROM

COMMISSIONERS:

TWENTY-FOUR VOLUMES.

—(13—Part III.)—

SCHOOLS INQUIRY.

Vol. IV.

Session

19 *November* 1867 —— 31 *July* 1868.

VOL. XXVIII.—Part III.

REPORTS FROM COMMISSIONERS:

1867-8.

TWENTY-FOUR VOLUMES:—CONTENTS OF THE

THIRTEENTH VOLUME.—PART III.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

SCHOOLS INQUIRY:

966-III.] VOL. IV. MINUTES of EVIDENCE taken before the COMMISSIONERS. Part I. - - - - - - - - p. 1

SCHOOLS INQUIRY COMMISSION.

Vol. IV.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE COMMISSIONERS,

PART I.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,
PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1868.

11643.

LIST OF WITNESSES.

VOL. I.

Date of Examination.	Name of Witness.	Page.
1865.		
Feb. 28th	Robson, John, Esq., B.A.	1
„ „	Liveing, Professor G. D., M.A.	15
March 7th	Robson, John, Esq., B.A.	31
„ „	Norris, Rev. Canon J. P., M.A.	46
„ 8th	Price, Rev. Professor B., M.A.	60**
„ „	Rawlinson, Rev. Professor G., M.A.	60**
„ 14th	Carpenter, W. B., Esq., M.D.	82
„ 15th	Smith, W., Esq., LL.D.	111
„ 21st	Foster, P. Le Neve, Esq., M.A.	139
„ 22nd	Besant, W. H., Esq., M.A.	146
„ „	Plumptre, Rev. E. H., M.A.	155
„ 28th	Griffith, G., Esq., M.A.	173
„ „	Moseley, Rev. Canon H., M.A.	187
„ 29th	Paget, James, Esq., F.R.S.	215
„ „	Voelcker, Professor Augustus	225
April 4th	Rankine, Professor W. J. M.	234
„ „	Young, John, Esq.	241
„ 5th	Gull, W. W., Esq., M.D.	246
„ „	Garle, John, Esq.	256
„ „	Amos, C. E., Esq.	260*
May 2nd	Howson, Rev. J. S., D.D.	261
„ 3rd	Acland, Professor H. W., M.D.	297
„ „	Key, T. H., Esq., M.A.	313
„ 9th	Mason, C. P., Esq., B.A.	331
„ 10th	Mortimer, Rev. Prebendary G. F. W., D.D.	358
„ „	Pinches, C. H., Esq., Ph. D.	387
„ 16th	Bradley, Rev. G. G., M.A.	399
„ „	Short, Rev. W. F., M.A.	426
„ 17th	Pears, Rev. S. A., D.D.	437
„ „	Hankin, C. W., Esq., B.A.	453
„ 23rd	Benson, Rev. E. W., B.D.	469
„ „	Williams, Rev. W. C., B.D.	488
„ 24th	Barry, Rev. A., D.D.	505
„ „	Southwood, Rev. T. A., M.A.	534
„ 30th	Evans, Rev. C., M.A.	541

Date of Examination.	Name of Witness.	Page.
1865.		
May 30th -	Richards, W. F., Esq. - - - - -	567
„ 31st -	Jones, Rev. Joshua, M.A. - - - - -	580
„ „ -	Robinson, Rev. Prebendary H. G., M.A. - - -	602
June 13th -	Lowe, Right Hon. Robt., M.P. - - - -	624
„ „ -	Kerrison, Sir Edwd. C., Bart., M.P. - - -	645
„ 14th -	Payne, Joseph, Esq. - - - - -	663
„ „ -	Pakington, Right Hon. Sir J. S., Bart., M.P. - -	674
„ 20th -	Bath and Wells, Lord Bishop of - - - -	683
„ „ -	Browning, Messrs. - - - - -	
„ „ -	Best, Hon. and Rev. S., M.A. - - - -	698
„ 21st -	Calder, Rev. F., M.A. - - - - -	711
„ „ -	Templeton, James, Esq., M.A. - - - -	734
„ 27th -	Gilpin, William, Esq. - - - - -	748
„ „ -	Jacob, Rev. G. A., D.D. - - - - -	765
„ 28th -	Webster, Rev. W., M.A. - - - -	776
„ „ -	Brown, Rev. Wm. Haig, LL.D. - - -	785
„ „ -	Keymer, Rev. N., M.A. - - - - -	79
„ „ -	White, Rev. J. T., M.A. - - - - -	800
„ „ -	Bowker, H. F., Esq. - - - - -	802
„ „ -	Griggs, R., Esq. - - - - - -	809
„ „ -	Sharp, H., Esq. - - - - - -	812
„ „ -	Brette, Rev. E., B.D. - - - - -	813
„ „ -	Bach, W. H., Esq. - - - - -	817
„ „ -	Stone, T., Esq. - - - - - -	819
1866.		
Feb. 21st -	Cambridge, H.R.H. The Duke of - - - -	824
1865.		
July 4th -	Smith, Professor Goldwin, M.A. - - - -	860

MINUTES OF EVIDENCE

TAKEN BEFORE THE

SCHOOLS INQUIRY COMMISSION.

Tuesday, 28th February 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE VERY REV. THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

JOHN ROBSON, Esq., examined.

J. Robson, Esq.

28th Feb. 1865.

1. (*Chairman.*) What is your connexion with the College of Preceptors?—I am the Secretary.

2. How long have you filled that office?—I filled it as one of the Honorary Secretaries from November 1858 for six months, and since that time I have been the paid Secretary, that is to say, from about June 1859 to the present time.

3. Have you taken a degree in the University of London?—Yes, the degree of Bachelor of Arts.

4. Are you engaged in tuition?—Not at present.

5. You have been a master, have you not, in University College School?—I was for fourteen years a master in University College School.

6. When was the College of Preceptors founded?—In the year 1846; it received a Charter of Incorporation in 1849, but it had existed three years previously.

7. What are its principal functions?—I have here a copy of the charter of incorporation, and I think that the preamble to the charter states very clearly what the objects of the institution are. It states that the petitioner, Henry Stein Turrell, of Brighton, Esq., "together "with others of our loving subjects, did in the year One thousand "eight hundred and forty-six, associate themselves together in an "educational institute called 'The College of Preceptors' for the "purpose of promoting sound learning and of advancing the interests "of education, more especially among the middle classes, by affording "facilities to the teacher for the acquiring of a sound knowledge of his "profession, and by providing for the periodical session of a competent "Board of Examiners to ascertain and give certificates of the acquirements and fitness for their office of persons engaged or desiring to be

J. Robson, Esq.
28th Feb. 1865.

" engaged in the education of youth, particularly in the private schools " of England and Wales."

8. How is membership of the college acquired ?—The Council elect candidates for membership on the recommendation either of three members of the college or of some other gentlemen of known respectability. At present no examination is required for mere membership.

9. What degrees or honours are conferred by the College of Preceptors ?—The charter empowers the Council to confer various degrees and corresponding diplomas. The Council has exercised that right in conjunction with the general body by instituting three grades ; viz., that of Associate, which is the lowest, of Licentiate, and of Fellow ; and these diplomas are obtained chiefly by examination. But we recognize examinations which have been held by other bodies, and hence frequently confer diplomas without any examination by the college itself.

10. You give certificates, in short, to masters, do you not ?—Yes.

11. Do you examine into the schools ?—Examination of schools is now one of the most important branches of our operations.

12. What other function do you as a college perform ?—We have an agency department for the purpose of enabling the principals of schools to obtain assistant masters. That also is now becoming a somewhat important branch of our operations, and it gives us an insight into the condition of private schools which I think we otherwise should be unable to obtain.

13. What are the numbers of your body ?—From an analysis of the list which I have with me I find that the numbers are as follow :—There are 21 Fellows ; 153 Licentiates, of whom 7 are ladies,—for I should mention that we admit ladies into the corporation as well as gentlemen, and we examine ladies and ladies' schools as well as schools for boys. Of Associates there are 29 gentlemen and four ladies ; and of ordinary members there are 445 gentlemen and 28 ladies, making a total of 680. Then in addition to these, we have Associates who are not members of the college, because a considerable proportion of those who pass the examination and pay the fees for the diploma of Associate do not become members of the college by the payment of an annual subscription. Of these there are 15, and there are 47 honorary members, so that the general total is 742.

14. Do you find an increasing disposition on the part of schoolmasters to avail themselves of this institution ?—The number of gentlemen who apply for admission into it is increasing very rapidly. Last year nearly 100 new members were elected.

15. (*Lord Lyttelton.*) What position did you hold in the University College School ?—That of classical and general master, chiefly classical.

16. You have stated that at present you require no examination to qualify for membership of the college. Do you imply that it is in contemplation to have such an examination ?—I believe that the reason why no such examination was instituted originally, and why it has not yet been instituted, is that it would be impossible for any private body to exact conditions which the law of the land does not impose. The law allows any person whatever, without giving any evidence of qualification, to open a school wherever he chooses, and to conduct it in any manner that he pleases ; and for any private body to say, we will not recognize those as members of the profession whom the law recognizes, would be, I think, fatal to the success of the institution. This has always been the feeling of those who originated and who have carried on the institution hitherto ; at the same time they have never concealed their opinion that the want of a test of qualification is a very serious defect in its constitution, because we aim at

being a strictly professional body. As such we ought undoubtedly to have some sort of professional guarantee of qualification, and the fact that we cannot impose such a condition is a clear proof of the unsatisfactory position of education in this country.

17. There could be nothing contrary to law in your requiring an examination previous to admission to your own body although you could not say that a man was not qualified for a schoolmaster without such an examination?—We have the power of doing that; but, as I have already observed, if we had imposed any such restriction we should have gained very few supporters.

18. In what way do you examine schools?—We examine them chiefly in the same way as that in which the local examinations of Oxford and Cambridge are conducted; that is to say, we have printed papers which are set by examiners, and the examination is held simultaneously in various parts of the country, in London and elsewhere, and the whole of the papers are sent up to the examiners, who make their report to the Dean of the college.

19. Are the examiners members of your own body?—Not all of them: we appoint competent men without reference to their connexion with the college.

20. What is the object of the examination?—The principal object, I think, which schoolmasters have in view in holding examinations under our authority is that they may have an independent test of the success of their own teaching. Some practical value, however, is now attached to our highest certificates, because Her Majesty's judges recognize those certificates as guarantees of a good general education, and consequently if the holders of them are intended to be solicitors they are not required to pass the preliminary general examination held by the Incorporated Law Society. In the same way the General Medical Council has for some years past recognized our first-class certificates, and they are therefore received as equivalent to the preliminary general examinations, which under the authority of their general council, the various medical corporations of the United Kingdom have instituted.

21. You mean that you give certificates to scholars of schools in pursuance of your examination?—Yes.

22. Is a certificate always given?—Yes, if the candidates fulfil the conditions.

23. Do you give any prizes or rewards?—Very few; we have instituted twelve prizes, but they are comparatively trifling in value, and of course in so large a number they have not much influence.

24. (*Sir S. Northcote.*) What are the Commission to understand to be the position of those 445 ordinary members? Are they engaged in tuition?—Almost all of them. We have in the college a considerable number of retired schoolmasters, gentlemen who have ceased to be actively engaged in the profession, but who still feel sufficiently interested in it to continue members of the college, and some of them take an active part in its management.

25. Do those 445 bear any title, are they distinguished as members?—They are distinguished as members: they frequently describe themselves in their prospectuses and advertisements as members of the College of Preceptors.

26. If a man describes himself as a Licentiate or an Associate, that implies that he has passed a certain examination, but if he describes himself as a member, does that imply anything that should give the public greater confidence in him?—Only so far as this, that in electing any candidates for mere membership the council inquires somewhat

J. Robson, Esq.
28th Feb. 1865.

carefully into their character and standing, and if it is made acquainted with anything against their character or position it refuses to elect them. This test has become much more stringent of late years, and rejections of those who apply to be elected members are now not unfrequent.

27. But it is no guarantee of their fitness intellectually, or from their attainments as schoolmasters ?—No ; and the President of the council, Dr. Kennedy of Shrewsbury, in one of his recent addresses, distinctly warned the public against supposing that the college by electing a person as a member guarantees his fitness to be a member of the profession.

28. (*Dr. Temple.*) You do not examine him, and therefore you do not imply that his attainments reach any particular standard, but you do mean to imply by electing him that he is a good teacher ?—I think it would be more difficult for us or for anybody else to give a guarantee of his teaching abilities than even of his acquirements : if we cannot do the one we certainly cannot do the other.

29. You stated just now that if there is anything against a man's moral character you would refuse to elect him ; supposing you knew him to be incompetent as a teacher, would that also operate as a disqualification ?—Undoubtedly it would.

30. Then you do imply that, so far as your knowledge goes, he is not an incompetent teacher ?—Clearly.

31. Therefore it is not merely that you know nothing against his morals ?—Precisely so ; all that we imply by electing any candidate is that we have reason to believe him to be a respectable and competent member of the profession, so far as our knowledge extends.

32. It is to a certain extent, therefore, saying that he is a competent teacher ?—We give a negative guarantee, at all events.

33. (*Dean of Chichester.*) What are the special advantages which you suppose are derived by a person who joins your corporation, or is there any particular advantage ?—There is no very tangible or direct advantage. The general feeling of those who support the college is, I think, that it is desirable there should be some bond of union between the members of the profession, and some body which can represent their views and wishes. That is the general feeling ; but still there are certain advantages enjoyed by the members. We examine their pupils on terms far lower than we could do if we were not connected with them, and if the main support of the college did not come from this class of persons. We have lately opened the examinations to those who are not pupils of members ; but while the fee for members' pupils is only 7*s.* 6*d.* each, for other candidates it is 12*s.* 6*d.* So in our agency department. If a member of the college wishes, through our agency, to obtain an assistant master, we naturally give him the preference over any one else who may be applying at the same time. Again, we have an organ called the "Educational Times," which is published monthly, and which contains the reports of all our proceedings, as well as general educational intelligence. We hold monthly meetings of our members in the evening ; at which many of those who reside in the neighbourhood of London attend. The principal motive, however, which actuates the majority of the supporters of the college is a belief that it promotes the welfare of the profession as a whole, and a hope that through its means the position of the educator will be improved. Of late years we have taken up the question of scholastic registration, and the members generally are very warmly in favour of a measure of that kind ; and I believe that but for the action of the College of Preceptors, that question would not have been brought before the public in the manner in which it is likely to be.

34. Your chief object, then, seems to be to form a bond of union amongst the preceptors?—Yes. In an outline of the constitution of the college which is printed for distribution, after quoting from the preamble of the charter the passage which I have already read, we go on to say: "The principal means employed to secure these objects are, first, the "periodical examination of teachers and of pupils; second, the union "of teachers of every class in a corporate body, so that they may have "a recognized position equal to that enjoyed by the other learned "professions; third, the making of provision for the families of "deceased, aged, and poor members; fourth, the providing of a "medium of communication between principals of schools and assistants "of good character and attainments; fifth, the periodical bringing "together of teachers for the discussion of subjects in which the "scholastic profession is interested." That is a general statement of the means which we adopt to accomplish the objects set forth in the preamble to our charter.

35. (*Lord Stanley.*) Are we to understand that it is one of the objects of your institution to turn the profession of a schoolmaster into a close profession, to which no one shall be admitted without some previous qualification?—Undoubtedly, that is the ultimate object.

36. It is not merely the object at which individual members aim, but it is one of the objects for which the institution itself exists?—Undoubtedly.

37. (*Mr. E. Baines.*) Do you consider that the operation of the College of Preceptors has been favourable upon teachers?—It is somewhat difficult to answer that question, because until I became the secretary of the College of Preceptors I had scarcely any intercourse with the great body of teachers in private schools. I have never held any position at all in a private school, either as assistant or as principal, my only connexion as a practical teacher with the profession having been my mastership in University College School, which, as most gentlemen no doubt are aware, is not a private school; it is, therefore, out of my power to answer the question from personal knowledge; but I infer from the decided improvement in the answering of the pupils, which the examinations have given me opportunities of observing, that the college examinations and the university examinations, all of which have a common object, have been very beneficial in their influence upon private schools.

38. You think that having one of your diplomas or degrees gives a higher status to a teacher, and is therefore likely to be conducive to his interest?—There can be no doubt of that; and perhaps good evidence to that effect may be found in the fact that not a few unprincipled men who are in the profession, though not members of the college, describe themselves as connected with it in various ways. It is hardly a week ago since I had to communicate with three persons who had offended in that way, describing themselves in their circulars and advertisements as members of the college, contrary to the fact. And this practice has been so common that a few years ago we obtained the opinion of counsel as to our remedy against it; and that opinion was to the effect that the Court of Chancery would in such cases grant an injunction restraining persons from so misdescribing themselves.

39. Are you able to judge whether under the influence of your examinations, and the examinations of Oxford and Cambridge and the Society of Arts, and other similar examinations, middle-class education generally has been improving of late years?—I think that it has been decidedly improving. For example, the effect of our examinations is often seen in this way. A school examined for the first time by us, or

J. Robson, Esq.
28th Feb. 1865.

by any other public body, is generally speaking very unsuccessful in the examinations. I have known cases in which nearly the whole of the candidates sent up under such circumstances have failed entirely; but they persevere and prepare themselves for subsequent examinations, and you see a gradual improvement, until at last some of those schools distinguish themselves even above others. I do not attribute that result to any process of cramming, which is often supposed to be followed in schools which sent up pupils to the public examinations; because in many of them large proportions of the pupils are subjected to the test; as many as one-half of the whole number of boys in a school are sometimes sent up for examination. It must be remembered that the college examination is a very stringent one. It is not an oral examination, in which each candidate is asked three or four questions perhaps; but the examination for even the lowest certificate lasts two entire days, six or seven hours each day; there is a great variety of subjects, and the written answers to the questions are sent to the examiners who make their awards upon them alone. Therefore I think that if a large proportion of the boys in a school succeed well in such an examination there is tolerably conclusive evidence the teaching in that school is good.

40. From the rapid increase which has taken place in the number of your members, and from the improvement which you have witnessed as a consequence of your operations and other similar operations, do you think that there is the probability of continued improvement in the means of middle-class education, even without any increase in the stringency of the provisions which might be adopted for that purpose? —I think that question must be answered in the affirmative, because schoolmasters, like other persons engaged in professions, have to comply with the requirements of society; and as the middle classes particularly have of late displayed great interest in education, and have recognized the necessity for improvement in it, it is certain that those who are dependent upon their support must exert themselves to bring about that improvement; this they are undoubtedly doing, and they will continue to do it.

41. You consider then that there is an improvement in the views of the middle classes generally as to what education ought to be; that there is a higher appreciation of the value of education than formerly existed?—I think that also must be answered in the affirmative, although I should qualify the answer (perhaps not very logically) by saying that there is still great room for improvement.

42. Still you think that there has been, and is still going on, a rapid improvement?—Yes.

43. (*Rev. A. W. Thorold.*) How are the funds provided for conducting the College of Preceptors?—By the subscriptions of members chiefly.

44. Is there any fee payable by the persons who come to be examined? —Yes.

45. What is the amount of that fee?—Each pupil pays 7*s.* 6*d.* if he is in a school conducted by a member of the college, and 12*s.* 6*d.* if he is a pupil of a non-member.

46. And that he pays, whether he passes the examination or not?— Yes.

47. Is any annual subscription payable by members of the college? —Yes, a subscription of one guinea.

48. Is it the same for all?—The same for all.

49. Can you say at a rough guess in how many cases masters offering themselves for your examination have been rejected, or mention any pro-

portion at all ?—I cannot answer that question. The number of teachers who come up to our examinations is very small. I find on searching our books that during the last six years, ending with Christmas 1864, only 162 teachers have been examined by us, of whom 46 were ladies, and 116 gentlemen.

50. And have all those passed ?—Yes ; I think all those have passed, because I take these statistics from the register, which contains the names of those only who had succeeded in the examinations. The examination of teachers is a peculiar one in this respect, that, knowing the very great difficulties which assistant masters in private schools have to find time for study, we allow them to come up for examination in a single subject. We require them to pass in a certain number of subjects to entitle them to the various diplomas ; but they need not pass in them all at one examination. The consequence is that out of the 162 that I have mentioned you would have to make a somewhat large deduction for the same person coming up several times.

51. You stated, did you not, in answer to a former question, that there have been instances in which persons have been rejected, both on moral and on intellectual grounds, or, at any rate, that they might be so rejected ?—My answer did not refer to the examinations ; it referred to the election of persons as members.

52. Is there any difference in the examination which the ladies have to go through and that of the gentlemen, or are the questions the same in both cases ?—In certain subjects they are the same ; but we make mathematics and classics optional for the ladies, who may take other subjects in the place of them ; but in the English language, English history, Scripture history, geography, and other subjects of that kind, the papers are precisely the same, whether the candidates are ladies or gentlemen.

53. Are the ladies who come up chiefly the conductors of girls' schools, or are they also governesses ?—Some of them are ladies who assist in schools, others are engaged as governesses in private families ; but I think that the majority belong to the former class.

54. Is the proportion of failures the same among ladies as among gentlemen ?—No. We generally find, I think, that the ladies succeed rather better than the gentlemen in the same subjects. In such subjects as history and geography they seem generally to surpass the gentlemen, and in French also they generally succeed very well.

55. (*Dr. Storrar.*) What number of schools have you examined, say, in the year 1864 ?—I find that there are 108 schools in union with the college ; but whether the whole of those schools had pupils examined last year I am not quite sure, because our byelaw states that those schools which have pupils examined at least once in two years are entitled to be described as in union with the college, and consequently some of the 108 may not have had any pupils examined last year ; because, if their last examination was in 1863 they would still be entitled to be described as in union with the college. But 108 is the number of schools of which we have examined pupils within the last two years.

56. And what number of pupils have been examined, say, in 1864 ?—1,301 was the total number at the two examinations.

57. Was that in the upper or the lower examination, or both ?—In both together. Out of the 1,301, I find that only 135 came up for the first-class certificate, and that only 37 actually obtained it ; so that of those who came up for the highest certificate only 28 per cent. succeeded.

58. What number who came up for the lower certificate succeeded ?—The general per-centage of success last year was 65·5, but I have not made a distinction between the general per-centage and the lower ones.

J. Robson, Esq.
28th Feb. 1865.

Of course that could easily be ascertained from the per-centage of the first class. It would raise the per-centage of the lower ones to about 70 probably, if you eliminated altogether the first-class candidates.

59. Have you any means of stating whether the per-centage is higher or lower in 1864 than in previous years, so as to indicate evidence of the improvement in the education in the schools ?—I have a statement of the general percentages for the last six years. In 1859 it was 52·5, in 1860 it was 55, in 1861 it was 56·5, in 1862 it was 67·5, in 1863 it it was 76, and last year, as I said just now, it was 65·5. Consequently up to the last year there appears to have been a regular improvement, and then there seems to have been a great falling off, as the per-centage dropped from 76 to 65·5. I think that may be explained by the following fact. In 1864 the number examined was considerably larger than in any previous year, being nearly 300 more than in 1863; and of those a large proportion were pupils in schools that had never been examined before. We have been, as I said, adding very largely to our members every year, and most of those who now join the college do so with the express intention of availing themselves of our examinations. That was undoubtedly the case last year. I think I could name a dozen schools which then sent up pupils for the first time, many of whom failed altogether.

60. Therefore, so far as you can interpret those statistics they would lead to the inferences that the standard of efficiency of education in schools is rising ?—Undoubtedly; and I am borne out in that answer by the reports of the examiners. For some years past they have been reporting to the dean of the college that they see a marked improvement in the various branches of the examinations, but more particularly in the elementary parts. We do not find that improvement in mathematics and Latin; on the contrary I believe that at the Christmas examination there were more failures in algebra, for instance, than had ever been known before; and in Latin also the failures are generally very numerous.

61. What are the kind of schools to which your examination is directed ?—Almost wholly to private schools. One or two endowed grammar schools have been examined by us, but the great majority are strictly private schools.

62. What class of schools are they with regard to the subjects taught; are they all what you would call classical schools, or are they schools conducting a kind of education below the standard of what would be called classical schools ?—The majority I think are not very classical. I find, for example, that last year only 53 per cent. of the candidates were entered to be examined in Latin, and in Greek only 2 per cent.; while in mathematics there were 69 per cent. for algebra and 46 per cent. for geometry.

63. Does that include arithmetic ?—No; arithmetic is obligatory for every candidate.

64. Can you give the Commission a general idea of the standard which is represented by your upper and lower examination; you have two classes, have you not ?—We have three classes.

65. Can you tell us what the examination in the first class actually is ?—In order that any candidate should obtain a first-class certificate he must pass in the English language and literature, in English history to the end of the 18th century, in geography, including physical and mathematical, in arithmetic, in algebra, including quadratic equations, in the first and second books of Euclid, in Latin, and in some one modern language. Those subjects are absolutely indispensable; and in addition to them he must take another out of the list of what are called

optional subjects, and the great majority take Scripture history; but comparatively few of the first-class candidates limit themselves to the minimum of subjects. Many of them take a very large number; we found, in fact, that this practice was an evil, and we had to impose a restriction on it. It is only about a year ago since we made the regulation, that no candidate can be examined in more than five optional subjects. The tendency was for first-class candidates to take far too many; there was one instance which I noticed some two years ago in which a candidate was examined in fifteen subjects, in eight of which he failed. It was accordingly considered necessary to impose some restriction for the sake of the schoolmasters and of the pupils themselves.

66. (*Sir S. Northcote.*) Were those 15 subjects all optional?—No, not all; the candidate must have taken about seven optional subjects.

67. (*Dr. Storrar.*) What is the examination of the second class?—The subjects for the second class are English grammar and composition, English history to the end of the eighteenth century, geography, arithmetic, and algebra, including simple equations, or geometry. The second class have an option between the two branches of mathematics, both of which are necessary for the first class. Then the candidate has the choice of Latin or some one modern language, both of which are required for the first-class candidates. In addition he must take some one of the optional subjects also. Of course the optional subject in his case may be either algebra or geometry, or it may be Latin or French.

68. What are the subjects for the third class?—The third class take English grammar, English history to the end of the seventeenth century, the geography of Europe, particularly of the British Isles, arithmetic, some one foreign language, either Latin or French, and an "optional" subject.

69. Can you give us anything like a correct notion of the age of the lads who succeed in passing the first of those examinations?—Very few of them I think are under 14 and very few above 17. We now and then have a lad as old as 18, but those are quite exceptional cases. The great majority, I should say, range between 14 and 16.

70. Then with regard to the second class, are those younger?—Generally speaking they are; there are exceptions of course to that; some boys come up for the second-class examination at the age of 12; while other and duller boys do so at an age when average candidates obtain first-class certificates.

71. What is the age of the third class?—Some as young as eight come up for that examination, but the great majority are over 10 years of age.

72. Is it the practice for a lad who has taken a third-class certificate in one year to come up on a future occasion for the second class, or persons from the second class for the first class?—That is quite an ordinary thing. Many of the best schoolmasters connected with the college find, moreover, that the college examinations are excellent preparations for the severer Oxford and Cambridge senior examinations in honours; and those pupils who distinguish themselves in our examinations generally do so subsequently in the university examinations.

73. With regard to those examinations, taken as a whole, do schools masters put forward a certain class of boys to be examined for those certificates, or are the questions submitted by the College of Preceptor to the whole school; is it a test of the attainment of a certain percentage of a school, or is it in any way an evidence of the general

J. Robson, Esq.
28th Feb. 1865.

training of all the pupils of the school?—Our regulations impose no restriction upon the master as to the number of the pupils whom he is to send up. He can if he pleases send up a single pupil; and each master is guided entirely by his own judgment of what is expedient and desirable in the matter. But schools of the best kind are establishing a rule that all the boys in certain classes are to come up for an examination at stated times, no option being given to them. The rule is that boys in the first or highest class shall go up for the first-class college examination, while those in lower classes are entered for the lower examinations. And in that way, as I mentioned some time ago, we often have quite half of the pupils in a school under examination at the same time for different kinds of certificates. I think it is a great mistake to accuse schoolmasters, as is often done, of unfairly selecting their pupils for public examination; because it is perfectly certain that a large number of the pupils in almost every school would be utterly unfit to be subjected to a written examination. They may be very well taught, so far as their studies extend, but their faculties are immature, they have no facility of expression, and consequently would be sure to fail; so that in most cases it would be absurb to subject the whole of a school to an examination of this sort. It is quite right that there should be a certain amount of preparation for these examinations; but this may be, and in the best schools is, I believe, done without what is called "cramming."

74. In fact the College of Preceptors erects a standard of its own, and leaves it to the schoolmaster to take what course he may judge most proper in subjecting a smaller or a larger number of his pupils to that ordeal?—Exactly so.

75. (*Mr. W. E. Forster.*) Do you require those who apply to you for membership to be engaged in tuition at the time that they do apply?—Yes, that is a condition. Our byelaw states simply, that all persons engaged in tuition are eligible as members of the College of Preceptors.

76. Have you any condition of a certain time having elapsed during which they shall have been engaged in tuition?—We have no restriction of that kind.

77. So that they may apply immediately that they enter upon the duty of tuition?—Yes.

78. Are the schools that you examine chiefly in London?—No; the number of pupils examined in the country is generally about double the number examined in London.

79. Can you give the proportion for the last year of the London schools to the other schools?—I had written it out, but in condensing my notes I omitted it; but I think that at the two examinations in London, one in May the other in November, about 500 were examined; that would leave 800 examined at various schools in the country.

80. How are the examiners appointed?—They are appointed by the council every year, at the first meeting after Easter.

81. At this moment how many examiners are there?—I suppose there must be at least 60 names in the list.

82. How are the examiners selected out of that list for any particular examination?—By the dean of the college, who acts in that matter quite independently of the council.

83. And in the case of examinations in the country, I presume that the expenses incurred in sending down the examiners are paid by persons in the country?—Very few examiners go into the country: the examinations are conducted under the superintendence of an official, who is appointed by the dean, and he has to collect the answers of the

candidates and send them up to the college, whence they are distributed to the various examiners who set the papers. We call that official a sub-examiner, and it is his duty to carry out the regulations of the college at each particular examination.

84. (*Lord Lyttelton.*) Is he sent down from the college?—Not always. One of the difficulties with which we have to contend is the too frequently narrow means of the schoolmasters and of the parents of their pupils; hence we find it absolutely necessary to keep the expenses as low as possible, and with that view the dean generally endeavours to find some trustworthy person residing in the neighbourhood where the examination is to be held, in order that the travelling expenses may not be great.

85. (*Mr. W. E. Forster.*) Supposing there is a school at Leeds or Bristol which wishes to be examined, I presume that the dean would find out some person connected with your college?—Not necessarily connected with the college; any person may be selected. As a general rule, a schoolmaster would object to having the examination of his school superintended by another schoolmaster; there is a good deal of jealousy of that kind, and hence the great majority of sub-examiners are clergymen. If the dean can find a clergyman willing to undertake the duty, he usually appoints him.

86. When a gentleman so appointed as sub-examiner goes to the school, what does he do?—It is my duty, as the secretary, to send to him at the proper time all the examination papers which he will require for the examination, sealed up in separate packets. The schoolmaster sends in a return a month before the examination, stating the number of his pupils, the various subjects which they will take, and the class of certificate that each of them comes up for; and, on the information which those returns afford, I make up the packets. The sub-examiner goes to the school, opens each packet of papers at the appointed time, and distributes them to the pupils. When the time allotted to each subject has expired he collects all the answers, and at the end of the day forwards the whole of the day's work to me at the college in London.

87. (*Dean of Chichester.*) There is no *vivâ voce* examination?—No, not any.

88. (*Mr. W. E. Forster.*) In the list of the objects of your society there is one for making provision for the families of deceased, aged, and poor members; is that, now, one of your principal objects?—It is an object which has never yet been carried out efficiently. Many efforts to do so have been made, one quite recently by the council, but the members generally do not appear to take that interest in the subject which might be expected; and the amount hitherto subscribed is very small. I think that the whole amount invested on account of the benevolent fund is not more than 120*l.* In fact it cannot be said that anything practical has yet been accomplished in this matter.

89. I find that the next object is "the providing of a medium of "communication between principals of schools and assistants of good "character and attainments." Is that made much use of?—Very much. That is the agency department which I mentioned some time ago. The business of the college in that department is increasing rapidly. Since Christmas we have made, I believe, upwards of 100 engagements between principals and assistants.

90. And you also have monthly meetings, have you not, for the discussion of educational subjects?—Yes.

91. Are those much attended?—They are better attended now than they used to be. For the first year or two comparatively few attended, but the meetings are becoming better known, and now our rooms are sometimes quite crowded. But still schoolmasters have much dif-

J. Robson, Esq.
28th Feb. 1865.

ficulty in finding time to attend. They can seldom leave their schools in the evening; and hence the majority of the auditors are usually assistant-masters, or persons engaged as non-resident teachers. The meetings are held on the second Wednesday of every month.

92. Are they always held in London?—Yes; always at the college in Queen Square.

93. (*Lord Lyttelton.*) Do the council meet once a month?—There is no regular time for the meeting of the council, but, on the average, it meets 10 times a year.

94. (*Mr. Acland.*) Assuming that the class of boys that you have to deal with, which may be divided into three heads, higher, middle, and lower, if we take the higher as being those who would carry on their education after leaving school, the middle those that would go into business before 18, and the lower those that would go into business before 15, would that correspond with your idea of the different classes?—Yes, I think that would be a sufficiently accurate classification.

95. Will you state what are the subjects generally preferred by candidates in the first class?—I am unable to give an answer with regard to the first class, because I think that scarcely any school intended for pupils of that class has ever been examined by the college.

96. Are we to understand you to say that you have no schools in connexion with the College of Preceptors that are preparing their boys for the University?—There may be some schools which have a few pupils preparing for the Universities, but certainly that would not be the case with the great majority of the pupils in any of the schools which undergo our examinations.

97. My question had reference not merely to Oxford and Cambridge but to the London University also?—Quite so; but you will recollect that of our members only one-sixth have had pupils examined, at all events within the last two years. It is evident therefore that a large number of them make no use of our examinations; and many of these are of the highest class. For instance, we have the honour of having among our members Dr. Kennedy and Dr. Temple, but none of their pupils are examined by the college; and there are many other members similarly circumstanced.

98. With regard to the second class, those who are likely to enter into business before 18, can you tell us what subjects are generally pursued by those pupils?—I think the best mode of answering that question is to read a list which I have made of the optional subjects selected. The following table shows the per-centages of the optional or partly optional subjects chosen in 1864:—Out of 1,300 candidates—

98	per cent.	took	Scripture history.
91	,,	,,	French.
69	,,	,,	algebra.
55	,,	,,	drawing.
53	,,	,,	Latin.
46	,,	,,	geometry.
27	,,	,,	book-keeping.
15·6	,,	,,	natural history.
14·5	,,	,,	natural philosophy.
14	,,	,,	German.
9·5	,,	,,	chemistry.
8·8	,,	,,	mensuration.
8	,,	,,	music.
4	,,	,,	political economy.
2·5	,,	,,	trigonometry.
2	,,	,,	Greek.

99. (*Dr. Temple.*) In that list French and German are not quite optional, they are compelled, are they not, to take one modern language ?—Just so ; I have headed the list "Optional or partly optional."

100. That accounts in some degree, does it not, for the very high percentage of French ?—Undoubtedly.

101. (*Rev. A. W. Thorold.*) Is grammar mentioned in that list ?—No, because English is compulsory.

102. (*Mr. W. E. Forster.*) By book-keeping do you mean double entry ?—Yes.

103. (*Mr. Acland.*) Can you give us any estimate of the kind of subjects which are chosen by those in the third class, namely, those who go into business about 14 or 15 ?—It is evident, I think, that the classics are comparatively little studied in the schools which come under our examinations. We find that rather more than one half the number take Latin, but then of that 53 per cent. not more than one half ever pass, a fact which shows very clearly that the subject is not well taught in the generality of the schools which come under our examinations. In Greek, I need hardly say, it is far worse : only yesterday I was running my eye over some lists in preparing the papers which I have before me, and I found that even of the small number who were entered for Greek, not more than about one-fourth had succeeded in getting the minimum of marks for passing.

104. With regard to the cost of education, could you give us any statement tending to show the limits between which the charges range, distinguishing education from board, and confining yourself simply to education ?—I am afraid I cannot do so at present.

105. Could you give the range of charges for boarding schools ?—They range from an absurdly low limit ; I have seen, for example, an advertisement, which I have here, and in which the advertiser offers to board, educate, and clothe boys for 18*l.* a year each.

106. Is that advertiser in connexion with your college ?—Not that I am aware of ; he does not give his name, and I cannot tell whether he is or not.

107. My question was with regard to those who are in connexion with your college, and whose respectability to a certain extent you are supposed to guarantee, what would be the higher limit ?—A very large school may I believe be made to pay if about 25*l.* a year be paid for each pupil, allowing, of course, for extras and for vacations ; but I need not say that the principals of such schools cannot afford to give very liberal salaries to their assistants, and that hence they are obliged to take inferior men. I am afraid, too, that if such schools were inspected it would be found that in them the sanitary rules which prescribe the number of cubic feet of air that should be allowed to each person in bedrooms and elsewhere, are not unfrequently infringed.

108. Could you state the sums paid in such schools to assistants, seeing that you make numerous engagements ?—Yes. Sometimes a country schoolmaster writes to us wishing to engage a teacher capable of giving instruction in a great many branches of knowledge, and offering in return for such services a salary of 15*l.* a year with board and lodging ; such cases, however, are exceptional, though I think that in schools where the pupils pay 25*l.* a year the assistant masters seldom receive more than 30*l.* a year, in addition, of course, to board and lodging during the school time.

109. Are you able to state at all the number of assistant masters in proportion to the pupils in such schools, or any given instances that have come under your knowledge ?—I think that they are generally

J. Robson, Esq.
28th Feb. 1865.

much overworked: I hear them complain of having scarcely a quarter of an hour's rest in the whole day, perhaps from six in the morning till nine at night: they are engaged all day long teaching, and when the classes are over they have to superintend the boys either in the playground or while they are preparing their lessons. Besides this, they often have classes far larger than they can by any possibility teach efficiently.

110. (*Chairman.*) What are the terms in the highest class of schools that you have to do with?—I know some schools, which of course are not very numerous, in which as much as from 60*l.* to 70*l.* a year is charged for each pupil.

111. (*Sir S. Northcote.*) Do you mean that 60*l.* or 70*l.* is the charge for a boarder?—Yes.

112. (*Dr. Temple.*) Does that 60*l.* or 70*l.* a year cover board and teaching, and everything?—It covers board and teaching, but I should doubt whether it covers everything; there would be extras of a minor amount no doubt.

113. There would be tradesmen's bills, and so on?—Yes; and probably charges for extra teaching. Sometimes even such schools would make extra charges for teaching certain subjects.

114. (*Mr. Acland.*) From your knowledge of schools and schoolmasters would you state what you consider to be a fair remuneration for such teaching as is given in the best schools which you have had to do with, merely for teaching; I do not mean in the very highest, but in some 20 or 30 of the best?—I can only do that by mentioning what the terms are in large day schools, where the teaching is the only thing paid for; at University College School, and at King's College School, the charge is 18*l.* a year; the year is divided into three terms, and 6*l.* a term is the charge for instruction in the whole range of subjects taught in the schools.

115. (*Lord Lyttelton.*) Are there no extras at all in these cases?—No; except that there is a small extra charge I believe for dancing and for gymnastics.

116. (*Rev. A. W. Thorold.*) No middle-day meal of any kind is included in that?—Nothing whatever.

117. (*Mr. Acland.*) Is not 18*l.* a year very much higher than the average rate in respectable commercial schools?—Very much.

118. Will you state what you consider to be a fair payment to a respectable commercial schoolmaster in a town of ordinary size, assuming that he pays his teachers properly, as you probably have many such cases within your knowledge?—If I had had more time I intended to compare a large number of prospectuses which I have in my possession at the college, and from that comparison probably we might get the required information. Speaking generally however, I think that about 2*l.* a quarter would be regarded as a sufficient charge.

119. What would that include?—That would include the ordinary English subjects, and perhaps Latin and French, but nothing beyond that.

120. Would it include mathematics?—Yes, elementary mathematics.

121. Do you mean that the higher mathematics would be charged extra?—I do not think that the principals of such schools would undertake to teach them at all; they would exclude them altogether from the programme; they are necessarily limited in what they undertake to teach.

122. Would it not include algebra and trigonometry?—Not trigonometry decidedly.

123. On looking at your "Educational Times," are there not a very large number of schools in which the amount of mathematics taught is very considerable?—I am afraid that if you judge by the mathematics of the "Educational Times," and imagine that they afford any evidence of the mathematical acquirements of the members of the college generally, you will be misled. If you look at the names of the mathematical writers in the "Educational Times," you will find among them those of the highest mathematicians, Professor Cayley, for example, Professor Sylvester, and others. *J. Robson, Esq.* 28th Feb. 1865.

124. Is it not a fact that there are a great number of respectable commercial schools in England in which the attainments of the masters in mathematics are very respectable, and who send up boys who pass creditable examinations in mathematics in the Oxford and Cambridge local examinations?—I believe that some country schoolmasters have a liking for the study of mathematics, and often pursue it to a very great extent by way of amusement for themselves; but whether they would undertake to teach their pupils generally in such subjects I think may be doubted; and even if they would, I do not think that there is a demand for such instruction. For instance, only 2·5 per cent. of our candidates take trigonometry.

125. (*Mr. W. E. Forster.*) Will you hand in to the Commission a list of the examination papers, and the questions which are asked the scholars?—Yes (*delivering in the same*).

126. (*Mr. Acland.*) And will you hand in a prospectus of the college examination?—Yes (*delivering in the same*).

The witness withdrew.

Professor LIVEING examined. *Prof. Liveing.*

127. (*Chairman.*) Will you be so good as to state what your connexion is with the University of Cambridge?—I am professor of chemistry in the University of Cambridge, and a member of the Council of the Senate.

128. To what college do you belong?—To St. John's College.

129. You have been connected, have you not, with the Cambridge system of local examinations from the beginning?—Yes. I have been a member of the syndicate for conducting those examinations the whole of the time during which they have been carried on with the exception of one year.

130. And you are still so?—I am one of the syndicate at present.

131. Over what period have those examinations extended?—About eight years.

132. Will you have the kindness to state to the Commission the number and class of the schools which send pupils to your examination?—The number has been continuously increasing from the beginning. About 100 schools sent in boys at first, and this last year I think over 180 schools sent in pupils, but that hardly represents the whole number of schools that have availed themselves of the examination, because some schools send pupils in one year and have no pupils to send in the following year, so that I should think it may be nearer 240 or 250 schools which have sent in at different times since the beginning of the examinations.

133. What are the class of boys from which those pupils come?—They come from almost every class; from the old grammar schools down to even some national schools. The proportion of the grammar schools is I think about one-fifth of the whole number.

Prof. Liveing.

28th Feb. 1865.

134. Do you mean the number of pupils or the number of schools?—I meant schools. In point of pupils it is nearly the same or perhaps rather more than that proportion.

135. With regard to proprietary schools and private schools, how do the numbers stand?—The private schools are by far the larger number, but we have no very definite returns as to the nature of the schools; the schoolmasters send in the names by which they call their schools, and it is not always possible to tell whether they are purely private schools or whether there are some foundations with which they are connected; but generally, I think, the private schools are at least one-half of the schools which send in pupils.

136. Have you been led by your experience to form any opinion of the quality of the education which is given in the private schools, the proprietary schools, and the grammar schools with relation to each other?—I have hardly sufficient data to answer that question. The examiners report upon the boys by numbers without any reference to the schools; and by comparing the class lists but little information can be obtained as to this point. The grammar schools obtain more honours than the others in proportion to the number of pupils; but this does not prove much, since the numbers sent from some schools are not sufficient to represent the average education of those schools.

137. Are you able to state any opinion to the Commissioners as to the effect which this system of examination has had upon the improvement of those schools, or upon the amount of the education given in them to the pupils?—I can trace out to a certain extent the changes that we observe in the kind of answers which they send up to the questions. In the earlier examinations we found that a very large proportion of candidates failed in what are called preliminary subjects, that is to say, elementary subjects, such as writing from dictation, History of England, grammar, geography, and English composition. The failures were largest at first in history and geography; since that time there has been a very marked improvement with respect to both History of England and geography, so that now failures are very few indeed in those subjects. The failures in arithmetic are less considerable than they were, but still the improvement is not so marked in that as in the other two subjects which I have mentioned. The complaints at first as regards spelling, punctuation, and diction were also many, and though there are still some complaints, there is an improvement, no doubt, in these respects. The same remark applies also to English taken in rather a wider sense than those preliminary subjects, which forms a separate section in our examinations. The juniors, that is, boys under 16 years of age, are examined in the History of England, in geography, in grammar, and in original English composition, and the seniors are examined in the History of England and in some standard book of English literature, which is chosen beforehand, such as a play of Shakespeare or a portion of Milton, in the outlines of political economy, and in geography. The failures in the English section, both amongst the juniors and seniors, when the examinations were first begun, were very large, nearly as many in fact as in the preliminary subjects; they were not quite as many, but nearly as many in proportion to the number who offered themselves for examination in those subjects; now the failures are less in those subjects than in any other subjects which they bring up for examination.

138. Do you believe from your experience that it is the habit of schools who send up pupils to be examined by your examiners to send only their picked boys, or do they send up the whole of a class; for instance, are there quite enough to afford a very fair sample of the

education which is given in the school ?—No doubt there are cases of schools which send up the whole of a class, but I think in the majority of cases the schools send up only a few, who are probably the best boys. Many schools send one, two, or three boys nevertheless ; at the last examination upwards of forty schools sent up six boys or more apiece.

139. Do you think it of great importance to the cause of general good education in those schools that they should send up a large number, say the whole of their upper class, rather than they should send up a few picked boys ?—I think that the examinations can hardly produce the effect which we desire unless they send up whole classes.

140. Do you think that there is some danger of a schoolmaster neglecting the education of the boys who are less apt to learn in order to devote himself too exclusively to the quickest boys, who may do credit to his school in the examination ?—I think that those boys would get more of his instruction at times, but it would be very difficult for a schoolmaster to give very much more time to a few boys than he can to the whole class. In most cases the whole class would be put through the same course and would benefit by the instruction given to those going in for examination.

141. Do you think that is an increasing practice on the part of schoolmasters to send up a considerable number of boys as more satisfactory to the parents rather than to send up a few picked boys only ?—I think that there are a greater number who send up whole classes now than formerly. At the same time they complain very much that parents in many cases prevent them sending up the boys. In some cases the parents object to their children being examined, and in other cases they are unwilling to bear the expenses, so that the schoolmasters often pay the expenses of the examinations themselves, and of course they will pay only for those boys who are likely to distinguish themselves, so as to be in fact an advertisement to their schools.

142. Do instances occur of boys in an humble class of life distinguishing themselves at your examinations, and of that fact leading to exertions on the part of their friends and parents to push those boys in life, the end being that they do acquire a much better education than they otherwise would have, and that that leads to success in life afterwards ?—We have had several cases of lads who have distinguished themselves in those examinations whose parents have been induced to send them to the university in consequence, but I do not know that we have had any boys coming from what I should call the humblest class. We have a few boys from the national schools who generally appear in the lowest class of all, who merely pass, that is to say, in such subjects as religious knowledge, English and mathematics, but who very rarely distinguish themselves, in fact they have hardly an opportunity of doing so.

143. Is it your impression that great efforts are making in England at present to improve what is called middle-class education, and that the character of the schools for instance is getting better ?—I think that in some respect it is better, but I can only speak so far as the schools that come under our own system of examination are concerned; no doubt some subjects which were formerly neglected, such as those which I have been speaking of with reference to the preliminary examination, are now attended to much more than they were. It is evident that the schoolmasters instruct their boys in those subjects, whereas formerly it is plain that boys had no instruction in them at school ; they brought with them a certain amount of knowledge of those subjects from home, but they gained very little in school.

Prof. Liveing.
28th Feb. 1865.

144. Has not the question of the education of girls occupied the attention of the University of Cambridge lately?—A memorial was presented to the University some few months ago, sometime last year, requesting that girls might be examined in the same way as boys, and a syndicate was appointed to consider whether the University could undertake to do this. The syndicate have reported favourably, that so far as the subjects of examination will be common to boys and girls the University might undertake the examination, but the report has not come before the senate yet.

145. (*Lord Lyttelton.*) Are we to understand that it will come shortly before the senate?—It will be discussed by the members of the senate on Thursday next, and will probably come before the senate on the week following for voting.

146. (*Chairman.*) Are you willing to favour the Commission with your individual opinion upon the question as to the admission of girls to examination?—I think it may produce the same kind of effect upon the girls' schools that we have seen in the case of boys' schools. I am quite sure that at present girls are very imperfectly trained in many subjects upon which it is extremely desirable that they should know a little more, not only on their own account but also more particularly with reference to the training of their children when they come to be mothers. Many defects in schools are due to the want of home preparation, and on that ground I think it is very desirable that the knowledge of girls should be made more precise than it is at present, and I think that examinations would tend to produce that effect.

147. Generally speaking, do you think both with regard to girls and boys in what are called the middle classes of society in England there is great room for improvement?—I think there is.

148. What is the expense to the candidate which is incurred by this system of examination?—The University fee is 1*l.* from every candidate. Then there are usually certain expenses which are borne by local committees, and I think a payment of about 5*s.* on the average, or in some cases 10*s.* from the candidate covers that. In some cases the local expenses are borne by the gentry and others in the neighbourhood.

149. Have you any reason to believe that the scale of charge is too high?—The only reason that would lead me to that conclusion is, that certainly many parents object to pay that sum for the examination. That is hardly the whole of the expense, because in many cases boys are sent from a distance, and their travelling expenses, lodging, and board during the week of examination have to be paid besides.

150. Is there any communication or concert between the Universities of Oxford and Cambridge upon these subjects in the conduct of those examinations?—No; they are carried on quite independently. There was a great deal of concert and discussion between the Universities at the time that they were originally started.

151. (*Lord Stanley.*) You have not divided the country between you?—No.

152. (*Chairman.*) Would examiners from both Universities go to the same schools?—Many schools send candidates to both examinations, which take place at different times in the year.

153. Is there no arrangement made between the examining bodies of the two Universities as to where they should go?—No.

154. (*Lord Lyttelton.*) You would arrange the examinations according to the wish of the people themselves in the several districts?—Yes; we send examiners wherever we are invited, provided they will guarantee the payment of twenty-five fees.

155. (*Chairman.*) Do you think that it would be desirable that there should be any such concert?—I think that it might diminish the amount of labour in some degree; and it certainly would diminish the local expenses.

156. Would you see any advantage in the adoption of a more general system of examination, in which the Universities might combine perhaps with other bodies and institute some general system of local examination?—There would be some advantages in that, no doubt, for the same reason that there would be an advantage in the combination of the two Universities; but I think that the University of Cambridge certainly would be very jealous of its reputation in being mixed up with any other examining body which might not have the same standing as itself.

157. Do you examine the religious instruction of the pupils at all?—Yes; all candidates are obliged to be examined in Scripture, and in some other subjects of religious knowledge, unless their parents object to it.

158. (*Lord Lyttelton.*) Their proficiency in religious knowledge counts in the distinctions, does it not?—Yes; the marks obtained count just the same as they would in any other subject.

159. (*Chairman.*) Do you find that the parents ever do object to their being examined in religious knowledge?—A very small percentage object.

160. (*Lord Stanley.*) With regard to the complaint that those examinations are only a test of the proficiency of some of the highest scholars in the school, and not of the school generally, do you think that there is any justice in that complaint, or do you think that it is impossible for competent scholars to come out of a school which is in general badly conducted?—I think that competent scholars, or, at all events, a succession of them, can hardly come out of such a school. Many of the schools send in pupils year after year, and the lower boys must consequently be in training before they can reach the standard of the upper boys.

161. Does it not simply come to this, that, quite apart from those examinations which you have instituted, it is everywhere, under all circumstances, a temptation to a schoolmaster to give more than a proportionate degree of attention to his best pupils?—No doubt, I think it must be so. He must take more interest in them.

162. In your opinion those examinations have not increased that tendency?—I do not think there is any evidence of that in so far as we can judge from the results of the examinations.

163. You said something about the examinations not being everywhere thoroughly self-supporting; did you mean that they still require to be assisted by local subscriptions?—In some cases they are assisted by local subscriptions. In many cases prizes are given, but that is quite independent of the subscriptions. In some cases, as in Norwich, the local expenses are borne entirely by subscriptions amongst the gentry and others in the neighbourhood.

164. A local committee is formed for the purpose?—Yes.

165. With regard to the prizes that are given, they are as yet very few in number?—There are very few places in which no prizes are given. In some cases one or two prizes are given, but in no cases are there many given. Perhaps at Liverpool and Brighton there are more than at any other places.

166. But the value of them is very small, is it not?—In most cases it is very small. In some places there are prizes as high as five pounds, and at Liverpool they have a scholarship which is awarded by the examinations.

Prof. Liveing.
28th Feb. 1865.

167. The sole inducement to the schoolmasters to send their pupils to the examinations is the publicity which is given to their success?—There are many cases in which they advertise their success.

168. With regard to the division of labour between Oxford and Cambridge, was there not a proposal at one time that the territory should be divided, that is to say, that there should be a local division of the country?—There was.

169. And that fell through?—Yes, it fell through.

170. Was it found that in every part of the country some schools preferred the Oxford system, and others the Cambridge system?—A good deal of evidence was collected on that point, and some did prefer the Oxford and some the Cambridge system, but I think that in general there was no preference expressed for one or the other.

171. Has the other alternative been discussed, namely, not a division of the country between Oxford and Cambridge, but an alternation or succession, one to take one year and the other the next?—Yes, that was also discussed.

172. Is there any arrangement between the two Universities at present on this subject?—None whatever. They work quite independently of each other.

173. (*Lord Lyttelton.*) Do you think, so far as the Cambridge examinations go, that the increase in the number of schools coming forward from the time that you began has been as rapid as was expected?—At first it was hardly as rapid as we could expect, but in the last year the increase has been very considerable, and it has always gone on increasing. There has been no retrogression. The number of candidates sent in in the second year were rather less than they were the first year, but I do not think that the number of schools has been diminished.

174. I believe that Cambridge gives no titular distinction, as is the case with the Oxford examinations?—No; a proposal to that effect was made to the senate twice, and rejected both times.

175. Have you observed that those who have obtained distinction under the Cambridge system have made use of it; do you see it announced in advertisements, and so forth?—Very rarely; but I have hardly perhaps been in a position to meet with advertisements of the kind in which that would appear.

176. Is there any evidence of the value which is put upon the Cambridge certificates by the young men themselves or by those to whom they look to employ them, as to their value that is to them in their course through life?—I have met with some cases in which employments have been obtained by the candidates for such employment on the ground of their having those certificates; and I have had applications occasionally from employers enquiring how the candidates acquitted themselves.

177. Would you state your opinion as to whether the Cambridge plan is the better plan of the two in that respect, that is to say, not giving a title?—I voted for a title myself, but I do not lay much stress upon it; I think it would soon be perfectly well understood what the value of it was.

178. With regard to the examination in religious subjects, all candidates are required, are they not, unless they object to it, to answer certain questions in religion which are framed to suit all denominations?—All are required to answer questions on some portion of Scripture history selected beforehand, and a choice is allowed to the juniors of the Church catechism and Whateley's Evidences of Christianity. Candidates in order to pass in that section must pass in

Scripture and in one, at least, of the other two branches of knowledge. For the seniors the alternative is similar; certain portions of the Prayer-book are selected for those who are willing to be examined in that subject, and Paley's "Horæ Paulinæ" is the alternative. They may take both if they please.

179. The choice between them is left quite free; the University of Cambridge does not ask the question whether they belong to the Church of England or not?—No.

180. With regard to the certificates will you state the reason why it is thought better not to publish any list of the girls or young women who succeed in the examinations?—It was principally because it was thought that publicity in such a case was hardly suitable to the feminine character.

181. You stated that you thought that the middle-class education in this country was still open to improvement. Can you state the leading points in which you think that improvement is necessary, so far as instruction goes?—In such subjects as languages we have continual complaints from the examiners that the boys learn to translate passages from Latin or French authors, as the case may be, tolerably well; but that they learn very little of the grammar of the language, and they are very rarely able to translate from English into either Latin or French; and the same remark applies in a still greater degree to Greek and German, which are much less taught. I think that in that respect their education is very imperfect, that they learn less from the study of foreign languages than they might learn as regards their mental training, and also as regards the usefulness of their knowledge of those languages. In mathematics they proceed to a certain point. The greater part of the candidates do a little Euclid, and a very little algebra, but very few proceed any further. About one-third I think of the whole number of candidates who present themselves in that subject fail to satisfy the examiners; so that in that subject I think there is room for a good deal of improvement. In other subjects, which are less generally taught, such as chemistry, the number of candidates is very small. So far as they are taught, they are taught perhaps tolerably well; the answers are pretty generally successful, but the number of candidates who present themselves for examination is very much less than I think it ought to be. I think that chemistry is an admirable subject for mental training; and boys are as capable of learning the laws of it, and applying them, as they are of learning the Latin grammar and applying its rules. In some other subjects, such as drawing, a very great number of candidates send up papers which are utterly worthless. About, I think, nearly three-fourths of those who sent up papers in drawing failed to pass in the last examination. A few candidates send up papers on the grammar of music, but very few indeed. I hardly know enough of music to express any opinion upon the value of it.

182. How is it as to history?—The examiners complain rather that the fault is in the text-books than in the attention which is paid to it by the candidates; they say that the answers are extremely meagre, and seem to show that they make use of text-books which partake somewhat of the same character.

183. How is it as to geography?—In geography the examiners report generally very favourably.

184. Do you think that what you complain of generally happens from the studies in the school being too superficial and attempting too much, without going deep enough?—The evidence of that is pretty nearly what I have stated with regard to the study of languages, and the

Prof. Liveing.

28th Feb. 1865.

examiners say very much the same also with regard to the Scriptures, and the study of the Church catechism amongst the juniors, that it does not seem to be taught very systematically.

185. (*Dr. Temple.*) You stated that you thought that there was clear evidence of steady improvement; could you give the per-centages of those that have passed in each year?—I can for a great many years.

186. Will you give us the per-centages for the last three or four years of those that have passed, compared with the total number examined?—Amongst the juniors at the last examination very nearly 84 per cent. received certificates.

187. Can you give the per-centages of the previous years, in order that we may see how the improvement has been marked?—In the examination in the year 1863 there were 78 per cent. and a little over; in the year before that it was about the same. Then the whole number who received certificates was about 78 per cent.; in one case it was rather more than 78, and in the other rather less. In the year before it was higher, 81 per cent. received certificates. The average of the last four years is about 80 per cent., and the average of the first three years was 62 per cent.

188. You stated that you thought on the whole that those boys who were examined did fairly represent the schools from which they came; although they were very few; have you any idea at all what proportion the boys who were examined generally bore to the number in the school; you said for instance that some schools would send in eight or nine, and there are many schools in which eight or nine would be the whole number of the first class?—In those cases they probably do send up for examination pretty nearly the whole of the first class.

189. But have you any idea what proportion of the boys that you get bear to the number of boys in the schools from which they came?—There are very few cases in which I know the number of the boys in the schools. In those cases just alluded to in which I know the number of boys in the schools, nine or ten boys would be pretty nearly the whole of the first class.

190. Could you supply the Commission with the last set of examination papers?—Yes.

191. And with the regulations of the syndicate under which the examination is conducted?—Yes. This paper contains the regulations and the report of the last examination; and here are the whole of the examination papers (*delivering in the same*).

192. (*Dean of Chichester.*) With regard to the religious examination, there are in England at this time for examination certain Parsees who are not permitted to be educated as Christians, would they be permitted to present themselves for examination?—Yes.

193. Did not you state that all must undergo an examination in Scripture?—Yes; unless their parents object.

194. Do you think that the system of examination has tended to decrease the number of inferior schools; that is to say, do you think that the parents would generally refuse to send their children to schools that have never applied for examination?—I am afraid that parents are very apathetic on that point at present. I have had evidence from several schoolmasters with whom I have had correspondence on the subject, that their schools have increased considerably in consequence of the boys having succeeded in the examinations. In some cases they have informed me that the schools have been quite filled, so that they could take no more. There are some schoolmasters who have refused to send in their boys on the ground that it leads to a system of cramming a few boys to the neglect of other scholars.

195. Do you know how many masters have made that objection ?—I have heard the objection several times stated by the masters of schools, but it was rather I think to excuse themselves from sending boys into the competition.

196. (*Dr. Storrar.*) Are the Oxford and Cambridge certificates essentially alike ?—I think they differ but little. Many candidates offer themselves for examination by both Universities, and upon the whole they appear in about the same positions in the class lists. A lad who has appeared in the Cambridge list in one examination will perhaps be found higher in the next Oxford examination, as he ought to be, and the same applies to a lad who offers himself first to Oxford and then to Cambridge.

197. So that there really would be no inducement for schoolmasters to prefer the examination of the one University to the other because it was inferior in difficulty or easier in kind ?—No. I think that upon the whole they are so similar that they could hardly prefer the one to the other on that account. Our preliminary examination for juniors is a little the more stringent of the two ; we require more arithmetic, but on the other hand, we require no original English composition from the juniors as a preliminary subject.

198. You stated that the Cambridge examination certificates were not made use of. You are aware, I presume, that they are useful in this way, that a man who holds a Cambridge certificate of a certain character is admissible to a professional examination at the College of Surgeons or at Apothecaries Hall without being required to undergo another examination ?—Yes ; and the certificates are used for that and for some other similar purposes.

199. You state that the improvement which you have observed hitherto has been chiefly in English, geography, history, spelling, and matters of that kind ?—Yes.

200. But that the improvement has not been so great in classics, in language generally, or in mathematics ?—No. In the first examinations the boys were most successful in Latin and French, I think rather more so than in anything else. In mathematics there has been little improvement, but not more than a little.

201. You state, do you not, that the lads who come to the examinations come almost exclusively from private schools ?—No, I think hardly that. I think more than one-half of the schools are private schools, but the private schools are those which send in one, two, or three boys, whereas many of the other schools, proprietary schools in particular, send in much larger numbers.

202. Looking to the entire condition of the examination at present in the English department, and looking at the somewhat low condition of the examinations in the upper departments, would you say that that is to be accounted for by the lower class of schools from which those boys proceed. I mean lower in respect of the subjects which they profess to teach, or would it represent the great imperfection with which the boys are taught languages and mathematics in the schools from which they do proceed ?—I think what is represented is partly that schools of a different class send in their boys now from those which at first sent in candidates to the examinations, and I think also that the condition of the examination in English is due to the fact that attention has been given to English in grammar schools and other schools which sent in boys before, whereas no attention at all was given to it before the examinations were begun, or next to none.

203. Have you any data upon which you could base the conclusion that the boys proceed now from a different class of schools from that

Prof. Liveing. 28th Feb. 1865.

which was the case when the examinations were first projected ?—Yes, in every class list the school from which the boy comes is stated, and by comparison of the class list in succession we can tell pretty well what are the schools which send in boys for examination ; there are a few which do not appear because all the boys fail, but those cases are rare.

204. (*Lord Lyttelton.*) Have you more boys from the lower class of schools than you had at first ?—There are more boys I think now from what are called commercial schools.

205. (*Dr. Storrar.*) Are you able to note by the examination of the boys the different class of schools from which they proceed, in relation to the subjects taught ?—In some degree. The schools from which the boys come who bring up Greek, for instance, are generally grammar schools, and some few private schools, but the great majority of private schools send up boys who do not profess any knowledge of Greek.

206. What would be the general inference which you would draw as to the state of education in the private schools, or in those proprietary schools to which the middle-class boys go ; would you say that it was fair or that it was capable of very great improvement ?—I think that it is capable of a great deal of improvement. In many private schools there seems to be no system, or else it is carried out in a slovenly way, so that there is a lack of thoroughness and exactness in the learning of the boys. In the proprietary schools there may be more system, but in these as well as the others there is too great a dependence upon text-books. Meagre epitomes are put into the hands of the boys, and they are required to learn them, but the subject is not further illustrated by the teacher, or the outline filled up, so that though the boys may get over more ground with less trouble to the teacher, their knowledge is more imperfect, and their minds worse trained. In introducing modern subjects good judgment is not always shown in the mode of treating them in schools, or in selecting those parts of the subjects which are suitable for boys, or which are likely to develop faculties which are less exercised by their other studies.

207. Is it within your knowledge that there has been any dropping off of schools from the Cambridge examinations, and that schools which formerly sent in pupils no longer send them ?—There are some cases in which that has happened, I believe, chiefly from the objection of the parents. There are other cases, however, in which the schools find it more convenient to prepare boys for the Oxford examination in the summer than for the Cambridge examination in the winter.

208. Do you know what the objection of the parents is ?—I think chiefly that the examination was intended for a lower class of boys than they consider their own boys to belong to.

209. With regard to religious examinations, do you practically know that both Dissenters and Roman Catholics avail themselves of the religious examinations conducted by the Cambridge examiners ?—Protestant Dissenters do so almost without any exception ; but Roman Catholics in very few cases allow their sons to be examined.

210. With regard to the girls, is it proposed by the syndicate of Cambridge that the girls whom they contemplate examining should pass through precisely the same ordeal as that through which the boys pass ?—Precisely the same preliminary subjects, and the same choice of other subjects.

211. It is not intended that you should proceed so far as to indicate what might probably become subjects for the intellectual discipline of

girls, and what the subjects for the intellectual discipline of boys?—Not at all. *Prof. Liveing.* 28th Feb. 1865.

212. You take them collectively?—The syndicate proposes to examine upon those subjects only which may be common to both sexes.

213. You were also examiner in experimental philosophy at the University of London, were you not?—I have been so for five years.

214. Do you reccollect what number of candidates for matriculation, for instance, came to the University of London, say last year, 1864?—There are two examinations, one in the summer and one in the winter, and I think in the summer examination the number of candidates was over 300, and at the last examination it was about 240.

215. So that altogether it is a good deal above 500?—Some of those candidates appeared on both examinations; they failed on the first and they appeared on the second, so that the number would hardly be so many as 500.

216. Are you aware of the fact that the lads who proceed to that examination are not draughted from the upper class of public schools, but draughted from various schools, public, proprietary, and private schools all over the kingdom?—Yes; they are from a great variety of schools, and from a different class of schools from those who send in pupils to our examinations. There are very few that are common to both examinations, so far as I remember from looking over the lists.

217. But those schools would represent, I do not say correctly, but what is popularly called, the middle-class schools?—Yes, I suppose they would; but they represent in many cases schools intended for a more advanced education perhaps than the grammar schools and other schools which send in pupils to the Cambridge local examinations; they are generally dignified with the name of colleges. I do not know that that means much, but they do, at all events, pretend to give a wider education, and to educate lads of rather greater age, than the schools which send in to local examinations.

218. My question had reference entirely to matriculation?—Yes, I think it applies to that also; but I know very little, except from the list of those schools, what the nature of the schools is.

219. (*Rev. A. W. Thorold.*) With respect to private schools, do the results of the local examinations enable you to form any judgment as to the intelligence of the general method of teaching, and its bearing upon the mental training of the pupils?—I have very little means of separating the results of one class of schools from those of another. I have looked over but few of the answers which have been sent up by the candidates, and the examiners report without any reference to the schools, the candidates being all numbered, so that I could only answer that question very imperfectly by a comparison of the class lists. I have hardly sufficient information to say more on this head than I have stated in reply to a former question (No. 206).

220. Are you, on the whole, satisfied with the elementary knowledge of the persons who come for examination in reading and spelling?—The examiners still complain with regard to spelling and punctuation, but the complaints are fewer than they were at first.

221. Have you any experience to enable you to answer this question: which do you think of two boys of the same age, who had been the same number of years at school, would be likely to pass the best examination in reading, writing, and arithmetic, a boy in a good national school, or a boy in a good private school?—As far as I can judge, the boys from private schools read better than the boys from the national schools; but I doubt whether their arithmetic or their writing is as good.

Prof. Liveing.

28th Feb. 1865.

222. You have a minimum, I suppose, in your examination?—Yes.

223. Is that represented by marks?—Partly by marks and partly by the impression of the examiner on the subject. In all, except the preliminary subjects, it is entirely by marks. The examiner is expected to represent his estimate of the candidate in marks.

224. (*Mr. Acland.*) Do you think that the syndicate would be disposed to give the commission the scale of marks if they were asked for it, so as to show the relative importance which they attach to the different subjects?—I think that they would give it, but they would probably send a note with it, because the total number of marks do not always represent exactly the relative value of the subjects, since a lad can hardly obtain the full number of marks in such subjects as mathematics, even if he be a very good mathematician.

225. (*Lord Stanley.*) Used it not to be the case at Cambridge, that a man might sometimes not only obtain the full number of marks, but more than the number of marks, which was reckoned to the total for any peculiarly good solution of a problem?—As regards the marks assigned to any special problem, that might be the case, but that would be equivalent to an alteration of the standard, which must sometimes happen, because the examiner is not always aware beforehand of the precise relative difficulty of the questions as they will present themselves to the minds of the candidates, and he may be able to judge better of this after seeing some of the answers. This can only affect the relative value of answers on the same subject.

226. (*Mr. Acland.*) My question went on the supposition that a certain maximum, say of 100, would be taken for all subjects alike, and then you would have some mode of comparing the relative importance?—That is done. A certain number of marks is assigned to each separate subject, and is intended to represent, taking into account the greater difficulty of obtaining full marks in one subject than another, what relative weight they should bear in determining the classes.

227. With regard to chemistry, you seem to think that there is great room for improvement, either in teaching, chemistry or in the importance to be attached to it. Do you think that the failure in chemistry is owing to the want of teaching power in the country upon that subject?—I think chiefly attributable to that. I doubt whether the boys are always catechised upon the subject, and whether they are taught the facts with any reference to the general laws.

228. A professor of chemistry has expressed in print great doubts as to the value of chemistry as an educational subject, and he says that it has been very much given up in Germany as a means of education. You do not agree in that opinion?—I should not agree in that opinion if it were taught in the way in which I should wish to see it taught, that is to say, general laws and general principles rather than masses of facts insisted upon, and the facts used as illustrations of those laws.

229. Have you a practical examination in chemistry at Cambridge?—Yes.

230. Do you attach most importance to book work or to practical examination?—As measured by marks we should give about two-thirds of the marks to book work and one-third to the other.

231. Could a lad pass who satisfied you in book work and not in practical examination?—Yes, he might.

232. Would the opposite be true?—No; he must understand something of the laws.

233. (*Mr. W. E. Forster.*) Could you furnish the Commission with an analysis of the different schools which have sent you pupils for examination, how many grammar schools, how many proprietary schools,

and how many private schools, say for the last two years ?—Yes, I think that might be done, but the returns we receive from the schools do not always indicate what the nature of the school is, they are very often called by the name of the house, and I presume that in such cases they are private schools, but that may not always be the case. This last year about 45 grammar schools sent about 180 boys, 38 proprietary schools sent about 220 boys, and 105 private schools sent about 420 boys. It is possible, however, that some of the schools which I put down as private are proprietary schools, and that one or two of those styled grammar schools may not be foundation schools.

234. Could you give us any idea of the number of scholars in the schools which send pupils to you ?—We have no return on that point.

235. Or of the cost of teaching in the schools ?—We have no return of that ; it might be obtained by writing to the schools.

236. And would there be any objection to giving us the proportion of failures from the different classes of schools ?—That can be taken from the published statistical tables ; 19 from the grammar schools, 35 from the proprietary schools, and 102 from the private schools failed at the last examination, that is about one in nine or ten from the grammar schools, one in five or six from the proprietary schools, and nearly one in four from the private schools.

237. (*Chairman.*) What is the number of examiners through which this system is conducted by the University of Cambridge ?—There are about five examiners for the preliminary subjects, three for religious knowledge, there were three for English I think, but there was another added afterwards, making four at the last examination, three for Latin and Greek, two for French, one for German, two for mathematics, one for chemistry, one for natural history, one for drawing, and one for music.

238. Are those all Masters of Arts ?—Not all ; the examiner in drawing is not a member of the University at all.

239. (*Lord Lyttelton.*) Are they appointed annually ?—Yes.

240. (*Chairman.*) I apprehend that the emoluments of those situations is not very considerable ?—Very small indeed.

241. What is about the amount ?—Some examiners are paid a fee of 15*l.* and some 10*l.*

242. In some instances the duties of those examiners involve, do they not, a great sacrifice of very valuable time ?—The examiners in some subjects no doubt have to spend several weeks in looking over the papers.

243. I believe there have been instances, have there not, of their giving up their vacation in order to perform those duties ?—Yes.

244. Hitherto have you found any difficulty in obtaining men competent to the task connected with the University of Cambridge to discharge those duties ?—No, I do not know that there has been any real difficulty. We have not always been able to obtain the examiners whom we have wished, but we have always found competent substitutes.

245. Supposing that the system should be greatly extended, it would be necessary, would it not, to appoint an increased number of examiners ? —It would.

246. Do you think that you can always be sure of finding a sufficient number of competent examiners from the University of Cambridge, supposing your duties were greatly increased in this respect ?—That difficulty has been suggested once or twice ; but as we have never had to come to a solution of it, we have never considered it very deeply. There are a great number of graduates of the University who must be

Prof. Liveing.

28th Feb. 1865.

capable of examining, so that I do not think we should ever find it impossible to procure examiners.

247. (*Mr. W. E. Forster.*) Can you give us your opinion as to whether the examination which you give to the pupils from a school enables you to form an estimate as to the efficiency of the school itself?—I think, to a certain extent, it does. The answers which are sent up by the pupils must indicate the efficiency of the school, because if a school sends up boys successively year after year, they can hardly be trained so as to pass the examination, unless the system of training passes through the whole school, or nearly the whole school. In some cases the numbers sent up and passed from the same school have gone on increasing in successive years; such a school must, I think, be tolerably efficient throughout.

248. Do you think that there would be much greater advantage in an examination of the school itself as compared with your examination of scholars from the school?—Yes, I think that there would be an advantage in that. There are other things to be taken into account besides mere knowledge.

249. (*Chairman.*) In addition to those duties which you have described in the examination of individual pupils, you have undertaken the examination of schools, have you not?—Yes; we undertake to send inspectors or examiners to any school which may apply for them, to examine the school and report upon the state of the school and the state of the knowledge of the boys in certain subjects.

250. When was that undertaken?—About three years since.

251. Has that been carried to any considerable extent?—Only about 13 schools have placed themselves under that system.

252. Do you anticipate a great extension of that part of your duties?—I think it is very likely that it may extend considerably; I think it is hardly generally known at present.

253. You think it would be very useful?—I think it would be extremely useful certainly.

254. What is the charge to a school on subjecting itself to an examination of that kind?—The minimum fee is 10*l*. No school can be examined for a less fee than 10*l*., but if two or more small schools in the same immediate neighbourhood be examined in succession by the same examiners the charge to each school may be less than this, and the fees will increase in proportion to the number of days which the examiners may be required to stay.

255. Are the examiners who are sent out to those schools the same as those who examine the boys in the local examinations?—In some cases they have been the same.

256. What are the kind of schools which hitherto have shown a readiness in subjecting themselves to those examinations?—The school of the Royal St. Ann's Society Asylum at Brixton, the Atherstone Grammar School, the King School, Warwick, Bishop's Stortford High School, Exeter Grammar School, Brewood Grammar School, Macclesfield Modern Free School, the St. Andrew and Saham Tony School, near Watton in Norfolk, the Guildhall School, East Dereham, Merston House School, Seaforth, which is a very small school, what we may call a commercial school, and a private school at Torquay.

257. After having instituted an inquiry of this kind what step do you take; do you present a report, or what do you do?—The examiners present a report to the syndicate, which is sent down to the governors of the school, and it is left to them to publish it or not as they think proper.

258. (*Lord Lyttelton.*) They may make any use they please of it? —Yes.

259. (*Chairman.*) Is it a detailed report?—There are some printed. If they wish, the first boy in each class is named; otherwise the report is upon the whole of each class taken together as to their general efficiency.

260. (*Lord Lyttelton.*) It does not go beyond naming the first boy? —I think in some cases they go beyond if there are any prizes, or anything depending upon it. The examiners do not undertake always to classify the whole of all the classes; the labour might be too great.

261. (*Sir S. Northcote.*) Do they report upon the competency of the master, or upon the books used in the school, or other points of that kind?—They hardly report upon the competency of the master, except as through the results of the education of the school; they report upon the general tone of the school, and upon the accommodation of the school.

262. And upon the books?—Only in cases where they think that the books are insufficient, and then that would be mentioned.

263. (*Lord Lyttelton.*) Do they report upon the state of the buildings?

(*Rev. Dr. Temple.*) It is in fact a thorough report upon the school? —Yes.

264. (*Chairman.*) Do they say anything about the sanitary condition of the school?—Yes, that would be reported upon also.

265. (*Lord Lyttelton.*) If this system has been in operation for about three years, do you attribute it entirely to the little knowledge of the subjects upon the part of the schoolmasters that it has not made more progress?—Not entirely that; I think in some cases the masters are a little afraid of it.

266. (*Rev. Dr. Temple.*) Your minimum fee is 10*l.*; what is done for that, how many days are given?—The examiner would require to be present two full days at least.

267. Does that 10*l.* cover his travelling expenses?—No; the travelling expenses must be paid besides the 10*l.* if he has to go down to one school. Supposing there are two or three schools in the same neighbourhood, so that it is not necessary for the examiner to spend two whole days at one school, the fee may be divided between the two schools or more.

269. Then if three or four schools in a neighbourhood combined together, they might get an examiner on cheaper terms?—Very much cheaper, because his travelling expenses and all other expenses may be divided.

270. (*Lord Lyttelton.*) Are all those schools that you have named large schools?—Two or three of them are over a hundred and there are two that approach a hundred boys; in the other cases the schools are smaller, numbering say about 34.

271. (*Chairman.*) Have the reports generally been published which you have made upon the schools?—Some have been published.

272. Supposing you made rather an unfavourable report on these schools, do you think that it would be published?—I think not.

273. (*Mr. W. E. Forster.*) Do you leave the publication entirely to the manager or proprietor of the school?—To the trustees of the school; we always lay it before the trustees.

274. You take no step whatever yourselves to publish it?—No.

275. (*Dr. Temple.*) If it were a private school, with whom would rest the decision as to publication or non-publication?—I

Prof. Liveing.
28th Feb. 1865.

suppose it must rest with the Head Master in each case; he is the proprietor.

276. You have not had any opportunity as yet, I presume, of comparing the reports made on the examination of the schools with the results shewn by the same schools in the local examinations of the boys?—I have not made any such comparison of the schools which have been examined.

277. Some of the 13 have sent in boys for examination, have they not?—Yes, most of them.

278. From what you know of those 13 schools have the boys who have been sent in for examination appeared on the whole to be a fair representation of the schools?—I think on the whole that they do appear so, as far as I know what the results were in several cases with which I am acquainted. It is the case with the Guildhall school, East Dereham, that the boys were successful in the local examinations and the examiners reported very favourably of the school, and the same was the case with the grammar school at Brewood.

279. Mr. Norris was one of the examiners, was he not?—He has examined several schools.

280. Do you appoint a gentleman as examiner of schools, and then send him to any school that requires him, or do you appoint a special examiner for each occasion?—We appoint an examiner for each separate school, because it may be more convenient to have an examiner who lives in the neighbourhood of the school than to send one from a distance.

281. Then you do not appoint somebody for a year to be examiner of schools?—No, the time at which they require the examiners is so various.

282. Have you any reason for thinking that the number of schools availing themselves of this system of examination will increase?—I can only tell from the reports which I hear every now and then that the examinations were not known to the trustees of schools, or that the masters were not aware that the University undertook such examinations.

283. (*Chairman.*) Are you able to state what proportion the reports which have been published with relation to those 13 schools bear to those that have not been published?—I hardly know.

284. (*Lord Lyttelton.*) Does the University limit the range of the schools that are examined? Would it undertake to examine a national school?—There is nothing in the regulations against it, it would be left to the syndicate to decide whether they would examine such a school.

285. There is no limitation laid down?—No.

286. You examine a school, however high or low it may be in the scale, if the managers or trustees choose to send to you for that purpose?—Yes.

287. (*Dr. Temple.*) You have nothing to offer to schools to induce them to submit to this examination, except that if they do very well you will give them a report to publish?—That is the only reward, and that is made use of by those schools which publish the reports.

288. (*Mr. Acland.*) The University of Cambridge have voluntarily examined candidates for exhibitions, have they not, even though they were over the age required by the University?—Yes, that has been done, but the candidates, of course, receive no certificate. The only case in which candidates were examined for exhibitions when they were over the age at which candidates were allowed to enter for certificates was in the case of the school of Port of Spain in Trinidad.

289. As regards exhibitions generally your system is very plastic, and easily adapted to various wants?—To any want of that kind it is very easily adapted. *Prof. Liveing.* 28th Feb. 1865.

290. (*Chairman.*) Is it the fact that in some instances schools in the British Colonies have applied to you to be examined?—A school in Port of Spain in Trinidad has applied, and we have sent out examination papers, and reported upon the candidates. Other applications have been made, but no others have been acceded to.

291. Why not?—Because there was not sufficient guarantee that the examination would be conducted in a proper manner.

The witness withdrew.

Adjourned.

Tuesday, 7th March 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND ESQ.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

JOHN ROBSON, Esq., further examined. *J. Robson, Esq.* 7th Mar. 1865.

292. (*Lord Taunton.*) Will you be kind enough to state to the Commission any remedial measures which have occurred to you as desirable to supply any deficiencies of the present system of middle class education?—For many years I have been impressed with the necessity for some legislative action, in order to restrict the entrance of persons into the profession. I believe that a large part of the evils which result from the incompetence of teachers of various grades arises from the fact that any person can enter the profession and teach publicly without giving any evidence whatever of qualification; and although the general growth of opinion respecting education, and the demand now made for instruction of a better kind, have undoubtedly done something to improve the *status* of the private masters; yet I think the progress of improvement is not so rapid as it ought to be, and might very easily be made, were the Legislature to adopt some well-considered measure of the kind that I have suggested.

293. In short, you are of opinion that nobody should be allowed to exercise the profession of a schoolmaster without some certificate of competence?—Quite so.

294. Can you state what you think the nature of that certificate should be, or from what body it should proceed?—I think that the qualifications ought to be very varied, because the demands of the public for education are so. Some require a high classical and mathe-

J. Robson, Esq. 7th Mar. 1865.

matical education, others a commercial education; and it is obvious that it would be a most injudicious thing, even if it were possible, to insist upon the possession of identical qualifications by all the members of the different grades of the profession; and hence there ought, I think, to be various licensing bodies, just as in the medical profession. The number of bodies whose certificates entitle a man to practise as a medical practitioner are very numerous; and although there is, I believe, a process of assimilation taking place in their requirements, yet there is still a considerable diversity among them.

295. Do you anticipate no difficulty in arranging a scale of certificates to meet the variety which you have stated exists between the different classes of schools?—There would no doubt be a good deal of difficulty in arranging the practical details of a measure of that kind, the more so as it has never yet been tried in this country. However, we might learn a great deal in that matter from the experience of other countries, where some system such as I have suggested has been in existence for a considerable time, and the results of which are, of course, available for our instruction.

296. Would it satisfy you if there was a kind of minimum certificate given which might be a security in some degree that nobody should be a professional schoolmaster who was grossly incompetent? Or would you like something more than that, and have certificates that really would prove considerable competency in schoolmasters, and that might be varied according to the nature of the school which they were empowered to direct?—I think it would be probably necessary to institute various examinations. There might be one general examination common to the whole profession, which would be sufficient to test the elementary knowledge to which you have referred; and then there might be higher and subsequent examinations which might be perfectly voluntary. If a man were once admitted into the profession, he might wish to show his qualifications for a higher grade, and he might then come up for an examination which would test his fitness for that position.

297. Would you leave it optional to the trustees or directors of a school to require a master with this higher qualification, or do you mean that all you would insist upon should be that every master should have the minimum qualification?—In my former answers I was thinking more of the private schoolmaster, I confess, than of those who might be appointed to any endowed grammar school. It might be decided by the Legislature what qualifications a man should have before he was eligible for a mastership in a school of a particular kind. It would not be safe to leave this matter altogether to the trustees in every instance, although I dare say in the majority of cases they would exercise their power with sufficient discretion and judgment.

298. How would you define a private school? By the number of boys in it, or how?—Not at all. A private school I define to be one which is subject to no external control whatever.

299. What I mean is, how would you define a private school from a private tutor? As I understand, you do not mean to say that no one should be a private tutor and educate three or four boys without a certificate?—I am not prepared to give a very decided answer on that point, but my own inclination would certainly be to make the restriction universal.

300. Do you mean, so that a gentleman might not engage a tutor to come into his own family and entrust the education of his sons to him unless he had a certificate?—Well, I should not perhaps go so far as to lay that restriction upon a person's freedom of choice, and I hardly think it would be necessary, because very few persons, knowing that a

test of qualifications existed, would select a private tutor out of any but the registered list. *J. Robson, Esq.* 7th Mar. 1865.

301. (*Lord Stanley.*) You would allow parents to teach their own children without a certificate, I presume?—I should be very glad indeed if parents would take a far greater share in the education of their children than they usually do. I believe that many of the evils incident to the ordinary system of education are attributable to the comparatively little attention which parents pay to it. It is possible, I think, that in some very remote age there will be no such thing as a professional schoolmaster at all.

302. Do I understand that you would go so far as an absolute prohibition to teach in the case of any uncertificated person, or would you only prohibit them to assume the style and title of a certificated master?—I think that would be sufficient.

303. That is to say, that if a private person chose to set up a school, and the parents consented to send their children there, all parties agreeing, you do not think that the Legislature ought to interfere to prohibit their selecting the teacher they think best?—No, I will not go so far as that.

304. (*Lord Lyttelton.*) You would not make it penal?—No; except so far as has been suggested in the circulars relating to the proposed Scholastic Registration Act, the provisions of which were made analogous to those of the Medical Registration Act, viz., that no unregistered master should be able to recover his fees in a court of law. The legislative enactment might go as far as that, but even on that point many, who are strongly in favour of a Registration Act, are divided in opinion.

305. Have you any definite idea from what body or bodies you would obtain those certificates? Would it be a governing body or a body like the Universities (which can hardly be called voluntary bodies) or some body constituted for the purpose, existing voluntarily?—I think there should be a considerable number of licensing bodies.

306. So I understand; but would they, or not, all have the same character?—I do not think it would be necessary in this country that the Government should undertake the duty; I think that the Universities and other associations connected with education would perform the duties of licensing bodies sufficiently well. They might be under the general supervision of the State, just as the Medical Council is somewhat under the control of the Privy Council; but I think that the examination of intending teachers and the granting of licences to those who passed might be left to the bodies I have mentioned.

307. We know, I believe, accurately, what the bodies which have the power of giving licences in the medical profession are. Could you give a list of existing bodies to whom you would entrust the giving of certificates?—I think that all the Universities, the College of Preceptors, and the Educational Institute of Scotland, as incorporated societies, might be so empowered. There are one or two other bodies which might perhaps, with some modification in their constitutions, receive similar powers.

308. What are those bodies?—There are one or two voluntary associations, chiefly, I think, of primary schoolmasters. There is the Church Schoolmaster's Association, and one or two other bodies existing in various parts of Great Britain, which have as their common object the improvement of education.

309. There is the Society of Arts?—I should doubt as to the Society of Arts. That Society is concerned wholly with the education of adults, and its constitution scarcely fits it, I think, to perform the func-

J. Robson, Esq.
7th Mar. 1865.

tion now under consideration. Some changes might be made which would qualify the Society to exercise a power of this kind; but at present I should doubt it.

310. Have you named all those that you are prepared to mention now?—I have.

311. What do you think of such bodies as the British and Foreign School Association?—I regard that as being virtually under Government superintendence, the teachers connected with it being certificated by Government.

312. Not all of them?—No, not all, I believe.

313. Would those certificates be for certain specified intellectual attainments only, or would they include moral character?—They ought undoubtedly to include moral character, not intellectual attainments only; but I should regard any examination of schoolmasters to be very imperfect indeed unless it made some provision for the strictly professional portion, that is to say, not mere knowledge, but the power of imparting knowledge.

314. The practice of teaching?—The practice of teaching, and also some knowledge of mental philosophy and of its connexion with the art of teaching.

315. (*Sir Stafford Northcote.*) Do I understand that you would not allow a man who had taken an ordinary bachelor or master of arts degree at any of the Universities to teach unless he had some special certificate that he was qualified to teach, or that he had shown his competency to teach by something else than was necessary to take his bachelor or master of arts degree?—I think that is a very desirable thing to look to ultimately. Whether any provision of that sort could be insisted upon now is doubtful, but I have never been able to see why it should be required that those who give primary instruction should have a regular professional training and give evidence of their power to teach, while such evidence is not required at all in the case of those who profess to give the higher instruction: it is evident that every teacher, to whatever class he may belong, has to deal with the same entity; he has to act on the human mind; and unless he knows the best methods of so acting, it is quite impossible that he can exercise his profession to the greatest advantage. I think that one of the principal mistakes made in education is that which is very tersely expressed by Dr. Pusey, in his evidence before the University Commissioners. He says, "What a man knows, that he can teach." I doubt the truth of that statement; in fact I have seen instances, over and over again, in which men of the highest attainments have been unable to teach, at all events unable to teach and to control a class.

316. Will you explain what you mean by saying that no person is allowed to exercise the office of a primary schoolmaster unless he has given satisfactory proof that he is able to teach? Do you mean that no person is entitled to receive aid from the Government?—Just so.

317. But you do not mean that a person is prohibited from opening a private school?—No, of course not; at present there is no prohibition at all; what I meant was that before any Government aid can be given to a schoolmaster he must be certificated.

318. Your proposal now goes a great deal beyond that, does it not? You are not speaking of the conditions you would prescribe under which Government aid should be given, but a condition which you would impose on all persons who wished to open schools?—Just so; I quoted the instance of the Government certificated masters because it seems to me that there is no essential distinction between the two

classes of cases; and that what is desirable in the one case is equally desirable in the other.

319. How low down do you propose that this prohibition should begin? Would you propose to prohibit persons opening primary schools unless they were certificated?—No.

320. Would you prohibit in a primary school a dame from recovering payment from her scholars?—I mentioned before that although that had been suggested as a desirable provision in a Scholastic Registration Act, yet there was a great difference of opinion about its expediency, and that some who are very strongly in favour of the principle of a Scholastic Registration Act did not see their way to inserting that as one of the provisions of such an Act. I think there would probably be a general willingness to give that up.

321. Your proposal seems to reduce itself merely to this, that there should be certain bodies which should have the power of giving certain certificates, and that nobody who had not a certificate from one of those bodies should be able to represent himself as having a certificate?—Quite so.

322. But that other people would remain just as they are at present?—Yes.

323. Then in what way do you think that would really affect the character of the teaching in this country?—I think that as the desire of the middle classes to secure good teaching for their children becomes greater, they would be much guided when they were looking for a school by such a list as would be published every year by a Scholastic Council. Any man who was not in that list would be distrusted. He might be perfectly able to teach; he might be superior to a large number of those in the register; but he would not have that guarantee of efficiency which would be given by the fact of his being in the register.

324. But you would not want an Act of Parliament in order to establish a registration of that kind, would you?—I do not see how any body, such, for example, as the College of Preceptors, could institute and still less, enforce any measure of the kind. What you want is something, the authority of which is universally recognized. Now the College of Preceptors has been in existence for 19 years, and it has laboured, according to its means, honestly for the improvement of education, and yet how very small a proportion of private schoolmasters have ever joined it!

325. You do not mean to say that you simply want an Act of Parliament to strengthen the College of Preceptors?—Certainly not.

326. What would be the nature of an Act such as you would now propose; what would be the provisions of it?—Perhaps the best mode of answering that question will be to read one or two passages from a circular which we issued some two years ago relating to scholastic registration. We commence by giving a brief outline of the principal provisions of the Medical Registration Act, for the purpose of showing "in what manner that measure is operating for the advan-"tage of properly qualified practitioners, and for the discouragement "of the incompetent." Then it quotes from the Act as to the formation of a council and of branch councils, and then it states, "All "medical practitioners possessed of certain specified qualifications are "declared to be entitled to registration on payment of the fees; and "since the 1st of January 1859, none but persons so registered can by "legal process recover professional charges of any kind, or hold any "public medical appointment." That is one point which might be suggested: no person who was not registered would be able to hold

J. Robson, Esq.
7th Mar. 1865.

any public scholastic appointment; he would not be eligible to be the master of an endowed school in any part of the country, or to hold any scholastic position of a public kind.

327. Taking that point, would you have one uniform system of registration of certificates, and would you say that any person who was certified by any one of these various bodies which you consider should give certificates, would be qualified to take such a public appointment as has been alluded to?—That I think would be out of the question, because the requirements of these schools are very varied. I know, for instance, of several small endowed schools, the masters of which are simply certificated Government schoolmasters, who have left the national schools and have been appointed head masters of these endowed schools by the trustees.

328. Without being properly qualified for the appointment?—No; I do not say that: they may have no classical and very low mathematical acquirements; but perhaps the school is of such a kind that those qualifications are not needed. There are many small endowed schools in which classics are scarcely taught at all, the education given in which is almost identical with that given in the better sort of national and British schools; and these men may be thoroughly well qualified to hold a post of that kind.

329. The point I wish to put to you is this: there are various qualifications that are required of the masters of different classes of schools; would there be any security for the appointment of good masters to the higher class of schools in this; that no person should be allowed to be appointed to them who did not hold a certificate of some kind, which certificate might be of their competency to teach a much lower class of schools?—Inasmuch as the actual appointment in every case rests with a body of men who may be supposed to have the interests of the school at heart, it is evident that they would not be satisfied with the mere fact that a candidate was on the register. That might be absolutely necessary as a condition of eligibility; they might say, "We will not elect any person who is not on the register;" but in cases where there were several candidates, they would of course inquire more minutely into the nature of their qualifications, and the precise amount of their acquirements.

330. Would they not be very much in the same position as they are at present; so that, in fact it would come to this, that the persons who were going to appoint would look out for the best man they could get, and in selecting the man whom they thought best, they would like to know what his qualifications were, and what honours or certificates he had already obtained?—Yes; we do not suppose that the carrying of a Scholastic Registration Act would make any very great difference in the class of schools which are governed by trustees; we have in view chiefly that class of schools, the masters of which are perfectly irresponsible at present, being subject to no external authority; there are no means of ascertaining what they know; they can profess to know and to teach anything they like, but whether their pretensions are well founded or not it is extremely difficult to discover; those are the schools which we think are most in need of a reform of this kind.

331. (*Dr. Temple.*) You propose, besides giving a certificate of attainments, to give a certificate of competency to teach?—Yes.

332. How would you propose to test that?—At present we certainly have no means of testing it. The only class of schools in which provision is made for testing the acquirements of the teacher is in the lower schools, the primary schools; there means are adopted for imparting a practical knowledge of the profession, and of ascertaining by

practice whether a person is able to teach ; but we have nothing of that kind for the higher class of schools. *J. Robson, Esq.* 7th Mar. 1865.

333. Then how do you propose to test it. If you have not got the present means, how do you propose to create the means of testing it ?—I think that those means would grow up if it was found that they were required. Any measure of this kind would of course be prospective, and all persons actually engaged in the profession at the time of the passing of the Act would not be interfered with in any way ; a certain time would be appointed, after which every person desirous of being registered would be required to give evidence of qualification ; and in the meantime I think means would be provided for giving the necessary instruction, and for affording opportunities for its practical application.

334. Then do you propose that ultimately it should be made a condition of being a schoolmaster that the man should go to some training school ?—I think that would be a very desirable thing ultimately.

335. Do you propose that the Government should institute such training schools, or do you think they would grow up of themselves ?—I think they would have to be instituted by the examining bodies, by the bodies which might be empowered to confer licences.

336. The master of a school must be competent not only to teach but also to govern boys ; how would you test his ability to govern boys ; how would you ascertain his ability to govern a school by your examinations ?—The difficulty to which this question points is no doubt a real one ; but it exists in almost every profession. In the medical profession, for example, it does not at all follow, I believe, that a man who passes the most distinguished examinations,—who shows the greatest knowledge of anatomy and physiology,—is the most successful in practice ; there are certain qualities which a man must possess in addition to those scientific attainments ; and there is hardly any means of testing them beforehand. It is only practice which enables you to ascertain, or the man himself to ascertain, whether he possesses the requisite qualifications or not ; and that I think applies to teaching quite as much as to medicine.

337. But the Medical Registration Act, I think, does not attempt in any way to impose a test of power to practise medicine ; it is only concerned with the attainments of the candidates ?—In the same way, I do not say that if a Scholastic Registration Act were carried, it would be possible to do more than is now done in the medical profession. I think all you can do is this : to require that candidates for admission into the profession should pass through certain courses of professional training, and to give them opportunities of exercising their skill in teaching, just as medical students have opportunities of applying their knowledge at the hospitals. To what extent their power will ultimately be developed is clearly a question of time, which cannot be determined beforehand.

338. I only wanted to ascertain whether you meant something more than a Registration Act, which would apply to things as they are ; whether you intended to imply that your scheme would necessarily involve the creation of institutions like the training schools, to prepare masters for all other schools ?—I have no doubt that such institutions would grow out of it. I would not make any direct provision for them in any legislative measure ; I think that when the necessity for them became apparent, they would be called into existence by voluntary efforts.

339. (*Mr. Baines.*) Have you not felt doubtful whether or how far such a measure as you propose would unduly interfere with the liberties of the people ? You seek to impose a restriction upon the liberty of teaching, one of the most important of all liberties ; one for which men

J. Robson, Esq.
7th Mar. 1865.

have suffered martyrdom in this country ; one which is upheld in connexion with the sacred subject of religion, as well as with the teaching of opinions which are akin to religion ; would you not by seeking to impose such a restriction and prohibition as you advocate interfere with that liberty ?—I must say I cannot see that at all. There are two distinct things ; the liberty of teaching is one thing, and the liberty of entering the profession is another thing. These two things are very clearly distinguished, I find in a recent work by a French writer, *M. Jules Simon*, in his work "L'Ecole," published at the beginning of this year. He is a most strenuous advocate for freedom of teaching ; nearly the whole purport of his book is to insist upon the evils that arise in France from the restrictions there placed upon teachers ; but he does not for a moment confound the liberty which he desiderates with giving permission to a man to enter the profession and to begin teaching before he has given evidence of his fitness do do so. The fact is, we do not propose to interfere in any way with a man's freedom when he is once admitted into the profession ; all we ask is this, "Before we register "you as a member of the profession, give us evidence that you possess "those general qualifications which are necessary ;" and to show you how careful we are upon that point, I will read the following passage from the circular : "As the Scholastic Registration Act would not be "retrospective in its application, it would in no way interfere with "vested interests, or with any existing rights. The proposed Scho- "lastic Council, being analogous in its constitution and powers to the "Medical Council, would not grant certificates, nor exercise any "control whatever over the Universities, public schools, private schools, "or individuals. Every one would be as perfectly free to manage his "own affairs as he is at present." I, for my part, have no wish that the Government should lay down a scheme of education, or interfere in any manner with the subjects taught, with the manner in which they are taught, or with the opinions of the teachers. We want nothing more than evidence in the first instance that a man is capable of teaching, that he is fit to teach ; then, what he teaches, and how he teaches, should afterwards be left entirely to himself.

340. I should like to understand precisely, because I do not understand now, whether you would positively forbid any man to open a school who had not received a certificate ?—No.

341. That seems to be inconsistent with some of your answers ; but though you would not positively forbid it you would forbid the teacher who had not received a certificate recovering from the parent of the child the charge for his education ; that you would do ?—I have already said that on that point there is a difference of opinion, and that many of the supporters of scholastic registration would be willing to give up that point if it was found that there was a strong feeling against it. Those who are in favour of such an enactment simply say that the provision in question exists in the Medical Registration Act, and that they do not see any such marked distinction between the two professions as to make unjust in the one case a provision which is admitted in the other.

342. (*Lord Stanley.*) If I understand you correctly your proposition is to allow any person uncertificated to keep a school, but to allow those who employ him to keep back his pay from him if they think fit ?—That is the provision in the Medical Registration Act.

343. (*Lord Lyttelton.*) You do not positively recommend that ?—No.

344. What I wish to know is, what you are prepared to recommend ; you have not told us that ?—I think I have. I have mentioned that no

person would be entitled to registration until he had given evidence of his qualification. *J. Robson, Esq.* 7th Mar. 1865.

345. (*Mr. Baines.*) May I ask you whether there is not a sort of analogy between the teaching of a school and the teaching of religion? Now by far the larger number of the teachers of religion in this country are not certificated; you have the teachers of Sunday schools not certificated; you have moreover those who write and publish books, and those who write and publish newspapers, which exercise, perhaps, a greater influence than schools or anything else upon the community; you have them unregistered; may I ask whether you have considered the vast scope of the principles which you are advocating in seeking for a prohibition upon the liberty of teaching, and whether you would push it to the extent of a censorship of the press?—Certainly not.

346. Or of religion?—I think there is a clear distinction between the cases which you have mentioned and the profession of the teacher, and it is this: in the former the persons who are influenced, who are acted upon, are generally adults, who are capable, or at all events ought to be capable, of judging for themselves and of forming their own opinions; in the other case, the parties acted upon are the young, who are easily injured by being placed under bad management, and who have no power of escaping from an influence even if they feel it to be bad, but must continue under it because their parents choose that they should do so. I think that constitutes a clear distinction between the cases.

347. Have there not been persons who have felt it to be their vocation expressly to teach, some of whom have effected the greatest improvements in education, who were not regularly trained, who were led by their own genius, or by the ardour of their moral sympathies with the young to become teachers; and have not some of our most valued educational improvements proceeded from men of that class?—Undoubtedly; Pestalozzi was one instance of the kind; Fellenberg another. I do not think, however, that a few exceptional cases of that kind affect the question under consideration; the great bulk of teachers must be regarded as following the profession simply as a means of gaining an income; just as men go into business, or enter other professions. If a young man is hesitating as to the course of life which he will pursue, there must be some inclination in favour of one course in preference to others, and that determines him; but still in the great majority of cases the preference is not so decided as to overcome the more general motives which actuate men in their choice of occupations, and legislation has to do with what is universal, or at least general, not with individual or special cases. I think it must be admitted by every one who is acquainted with the condition of education in the private schools of this country, that of not a few persons engaged therein, the chief, if not exclusive, object is to make an income; to the accomplishment of this purpose they devote their energies, other considerations being, in their opinion, entirely subordinate to the question, "how much money can we make in the course of the year?" Many of these persons are utterly unfit, both morally and intellectually, to be intrusted with the care of the young; yet it often happens that from superior business habits, or the power of appealing to the prejudices and weaknesses of men, they get large schools, and thus bring under their influence great numbers of pupils.

348. You speak of the necessity of protecting children, but those children in the middle classes are under the care of parents and guardians, who have ample means of judging of the quality of the schools to which they send their children. Is there not a great differ-

J. Robson, Esq.
7th Mar. 1865.

ence between persons in middle life who have the means of knowing the qualities of schools and persons in the humblest condition of life who may not have any such means of judging?—I am afraid that a very large proportion of the middle classes are so absorbed in their business avocations, that they pay far too little attention to the education of their children; and certainly one of the great difficulties of conscientious parents is to find really good schools for their children. I frequently am asked to give information about and to recommend schools; and in this way I have evidence of the need felt by parents of some reliable guidance in their endeavours to find really trustworthy teachers for their children.

349. But do not those very applications which you receive testify to the zeal they have to find good schools?—Yes; but it testifies at the same time to the difficulty which they experience, which difficulty would, I think, be much diminished if we had some system by which to restrict the admission, or at least to discourage the entrance, of unqualified persons into the profession.

350. You have mentioned several public bodies such as your own, the College of Preceptors, and also the Universities, which are engaged in the work of education, the Society of Arts, and many great educational societies in this country; do you think that we might not look to them for gradually and safely, without any infringement of right or liberty, producing such an influence as will raise the character of education?—I have no doubt that in time they will produce very great changes for the better; these changes are going on now; and I have borne testimony already to the improvement which I believe is taking place in the private schools; but it seems to me that if by a measure of this kind, which I cannot admit would infringe any right, we can accelerate the progress of such improvement, it is most desirable that it should be sanctioned by the Legislature. It is simply a question of time. While the present slow progress is going on, whole generations of children are growing up under very insufficient training; and if that state of things can be remedied in any degree by a legislative Act, I think that it is for the welfare of the nation that such an Act should be passed.

351. Have not all the educational improvements in these institutions which you have alluded to, the College of Preceptors, the examinations of various kinds, risen up within your knowledge and memory? You yourself remember the origination of all these educational improvements, and the establishment of the College of Preceptors?—Yes, I recollect that.

352. The commencement of the University examinations and the Society of Arts examinations?—Yes.

353. And several of the operations of the Educational Societies you are familiar with?—Yes.

354. Those have arisen in your own time?—Yes.

355. And therefore may we not hope that the progress will still go on even at an accelerated rate?—It probably may.

356. (*Mr. Acland.*) The only question I want to ask is how would your plan cure the evil of incompetent persons keeping private schools?—Inasmuch as we should not actually prohibit them from opening schools it would not do so directly, but we hope that it would indirectly have that effect by enabling parents to judge to a certain limited extent of the qualifications of those who keep schools. We think that persons in search of schools would refer to the register, and would be guided very much in their choice of schools by the statements therein contained of the qualifications held by the schoolmasters.

357. How would it prevent the employment of incompetent ushers in private schools ?—No one supposes, I think, that a Scholastic Registration Act would be a cure for all educational evils. We look upon that as one of a large number of measures which are necessary ; and the carrying on of the examinations of schools by public bodies would no doubt act powerfully in the same direction. Since the University local examinations and the College of Preceptors examinations commenced, schoolmasters are much more anxious than before to secure competent assistant masters, because they know perfectly well that if they have inefficient men, their pupils will not be properly taught, and they will fail in the examinations. In that way no doubt a great deal of good is being done indirectly.

358. Will you be good enough to define if you can what you mean by "the profession," which you have spoken of several times. Do you mean teaching for money ?—Yes, exactly.

359. (*Lord Lyttelton.*) I understand that all you at present are prepared positively to recommend, in order to prevent incompetent persons entering into the profession, is, that a list should be kept on public authority of persons holding certain certificates as schoolmasters ?—Quite so.

360. You would assimilate it exactly, so far, to the Government system that is at present in force with regard to the education of the lower orders ?—Just so.

361. (*Mr. Acland.*) I rather understood you to say that you would assimilate it to that of the Medical Council which is appointed by Act of Parliament, and which allows certain bodies to place men on the list ?—Well, that is merely a particular mode of carrying out the object.

362. I have not understood how you proposed to give power to licensing bodies to put the masters on the list. Where do you propose to vest that authority ?—In the General Scholastic Council.

363. You propose to constitute a General Scholastic Council by Act of Parliament ?—Just so.

364. Do I understand you rightly that you propose that by Act of Parliament a public body should be constituted, in which should be vested the power of deciding what bodies should be reckoned as licensing bodies for this purpose ?—No, not exactly that. The Medical Registration Act, I believe, enumerates in a schedule the various bodies which have the power of granting qualifications ; but the actual putting of a man's name upon the register is not done by any one of the licensing bodies, but by the General Medical Council. Dr. Storrar will say whether I am correct on that point ; but assuming that I am so, we should adopt precisely the same plan in our Scholastic Registration Act.

365. (*Rev. A. W. Thorold.*) Have you any grounds for supposing that the legislative action you speak of is desired by the great body of schoolmasters ?—We have had good evidence of that.

366. Of what nature is that evidence ?—We issued altogether about 3,000 of the first circular on the subject, which was signed by Dr. Kennedy, Dr. Jacob, and myself on behalf of the Council of the College of Preceptors, and was addressed to the whole profession, the issue not being limited to the members of the College. The circular concludes with this paragraph : "The Council of the College of Preceptors being desirous of learning the views of the profession on this most important question, and whether it would favour the formation of a general committee for the purpose of bringing it before the Public, the Government, and the Legislature, will be glad to receive a communication from you in reply to this circular at your earliest convenience." That

J. Robson, Esq.
7th Mar. 1865.

brought a very large number of answers, which have been carefully classified, and it was ascertained that 92 per cent. of them were decidedly favourable to the plan suggested. About 2 per cent. only were decidedly hostile, the rest were indifferent.

367. Are you able to say whether masters of endowed schools desire it to the same extent as masters of private and unendowed schools?—The great majority I think of the answers were from the masters of private schools.

368. The upshot of your evidence seems to be this, that parents cannot safely be trusted to choose schools and schoolmasters for themselves. Is that your feeling?—Yes, in the very great majority of cases that is the fact.

369. (*Dr. Storrar.*) You say that it would be desirable to admit of a considerable number of bodies giving these certificates. Would you not be apprehensive of one set of bodies possibly giving their certificates upon a lower standard of qualification than others?—We should prevent that evil in the same way that it is prevented in the medical profession. All the medical licensing bodies, I understand, are under the educational control of the General Council. We should establish a similar council, which would exercise a somewhat similar power over the licensing bodies; but I think there is this important distinction also to be made between the two cases, that the medical profession must be essentially identical in all its grades, because whether a patient be poor or rich, a beggar or a peer, his ailments have to be treated in the same way, so that the medical attendant of the one must be as well qualified as the medical attendant of the other. That is true so far of the educator that he must know certain general principles, and it is for that reason that I suggested some time ago that there should be a first examination common to the whole profession, to examine schoolmasters in the fundamentals of the art of teaching. But beyond that there are infinite varieties in the qualifications required; one class of educators has to teach the highest mathematics, another the highest classics, others have to teach modern languages, and so on: hence it is obvious that the qualifications of educators are much more varied than those of the medical profession; and you cannot expect to unite them all in one person.

370. You are aware that before the institution of the Medical Council under the Act of 1858 all the bodies which are now placed under supervision were already existing and had existed for a number of years, and had vested rights which they valued very much. The consequence was that the council had to deal with these bodies which had existed for years with established privileges. Do you think it would be desirable to call up a variety of bodies for the first time, to confer these qualifications in education, and then for the purpose of supervising them to put over them an educational council, or might it not be better to institute an educational Council at once, and let all the qualifications, of whatever variety, flow from that educational council directly?—I think that is a point well deserving of consideration; I certainly should not suggest the creation of new licensing bodies. That I think would not be at all desirable. Whether you might not give the right of licensing to certain bodies already in existence, and subject them to the supervision of a General Council, is another question.

371. The principle of the Medical Act is this, that while it establishes the right of the licentiates of any medical corporation or university in the kingdom to practise all over the British dominions, the Medical Council is intended to exercise such an amount of control as will

prevent the one body from carrying on a Dutch Auction with the other. Would you not be apprehensive of such a difficulty arising in the profession of education, and would it not be better to meet it by anticipation by making one source for the qualifications which were entitled to registration instead of a multitude to be controlled by a superior power?—I think that that would probably be a feasible plan, because I understand you to mean that the General Council should regulate the examination common to the whole profession, leaving it to the various individual corporations to ascertain the higher and specific qualifications.

372. That is the principle on which the Medical Act is framed?—Yes; I think that would be a very practicable plan in the case of education.

373. You have drawn an analogy also between the power of teachers to educate and the power of medical men to practise with success. Are you aware of the fact that in certain medical bodies great care is taken to secure the capacity for practice by making the examination of a practical character at the bedside in a hospital?—Yes.

374. That would establish the analogy more closely?—Yes; but even in that case I presume a great deal would depend on the power of the practitioner to interpret symptoms. The variety of symptoms is so great that a student can hardly be supposed to gain practical experience in every complication of those symptoms in the course of his studentship; and probably his judgment might fail subsequently, however carefully he had been tested while under training.

375. (*Mr. Forster.*) You come here as secretary of your college?—Yes.

376. Am I to understand that the College of Preceptors have relinquished the idea of asking for any penal provision in scholastic registration?—I must explain that the question of scholastic registration is no longer exclusively in the hands of the College of Preceptors. The College of Preceptors took it up in the first instance, because it was the only body which has a position enabling it to secure the attention of the profession; but when we had ascertained, in the manner I have already stated, the general assent of the profession to the outline of the scheme, a general committee was formed, composed to a great extent of persons who have no connexion whatever with the College of Preceptors, which does not now exercise any direct control over the matter. A public meeting was called by advertisements in the newspapers of all persons interested in education, for the purpose of discussing scholastic registration; and the meeting was attended by many persons who were not members of the college. I have a list here of the present members of the general committee, which is a numerous body.

377. Are those the gentlemen whose signatures are appended to this letter (*the same is shown to the witness*)?—Yes.

378. That letter contains an inquiry whether schoolmasters throughout the country would approve of a Scholastic Registration Act similar to the Medical Act, which Medical Act states that no practitioner in medicine can prosecute a claim for professional services in any court of law unless duly registered. Am I to understand that the gentlemen forming that general committee whose signatures are appended to this letter have now withdrawn their opinion that there ought to be such a penal provision?—Yes; a circular has been issued lately (of which, unfortunately, I have not a copy with me,) signed by the honorary secretary of the general committee, and acting by their authority, from which the clause in question has been withdrawn.

J. Robson, Esq.
7th Mar. 1865.

379. I find that this letter was sent out in February, and the clause is now withdrawn; may I ask whether it has been withdrawn in consequence of letters received from schoolmasters in the country ?—No, not at all. I think the discussion of the matter at the meetings of the committee has led to this result, which was a good deal influenced by a strong expression of opinion by Lord Brougham at the last Social Science Conference at York. The question of scholastic registration came up in the Educational Section there. A gentleman said that he had some doubts respecting the penal clause ; on which Lord Brougham interrupted him, saying, "If you have any doubt, I have none whatever. "I should oppose that clause most strongly." That was reported to us at one of the meetings of the general committee, and it was felt that this was evidently a point on which many friends of educational improvement would be divided, and that it would be safer to omit the clause altogether. For the present, at all events, the question is left an open one.

380. Then am I to understand that all that the gentlemen who are acting together on this committee now ask for is, that there should be an authorized public official register of schoolmasters ?—Yes ; I believe they would be content with that.

381. Am I to understand that they adhere to the statement in this letter, that all persons now engaged in the profession would be entitled to be on such register ?—Undoubtedly.

382. Perhaps you will inform us in what way you think that a register composed of every person now engaged in the profession, whether competent or incompetent, would be considered to be of any advantage in increasing the competence of schoolmasters ?—We know that it would be in vain to ask the British Legislature to pass a retrospective Act, interfering with those who are already, and many of whom have long been in the profession, for such a measure would be universally regarded as an act of injustice. We are compelled, therefore, to give the right of registration to all the actual members of the profession. We are well aware that this provision would for a considerable time diminish the value of the register, but we are looking to its prospective rather than to its immediate advantages.

383. Then am I to understand that all persons at present engaged in education would have the advantages of this register, but at the same time they would be able to make use of the register to keep that advantage from persons who wished to enter the profession ?—Clearly not ; how could that be ?

384. Because I understand they are entitled to the advantages by the fact of being in the profession ?—But then those who might be registered would have no power whatever over the admission of others.

385. The committee which would obtain this Registration Act would submit them to certain examinations of some kind or other, I suppose, in order to obtain it ?—But this committee has no idea that any powers will be conferred upon it by the Legislature ; it has no such view at all ; it is simply acting as a body to bring the views of the profession before the Legislature, and as soon as the measure receives the sanction of Parliament it will be dissolved, and have no control or influence over the matter : it claims no privileges for itself of any kind.

386. (*Lord Taunton.*) Are there any other points with regard to remedial measures which you are desirous of calling to the attention of the Commissioners ?—The first point I should mention is, that there

ought to be a distinct recognition of the profession as a separate and independent one; and it appears to me that so long as the Statute Book contains Acts of Parliament, which, though obsolete, are still, I believe, in existence, and which require every teacher to receive a licence from the ordinary, (thus making the profession of the teacher subordinate to and dependent upon the clerical profession,) that public recognition is withheld.

387. You are speaking of endowed and grammar schools, I presume?—No; I speak of course under correction, but I have an impression that it is the law of England, although suffered to remain inoperative for a long period, still, that no person is allowed to teach in any capacity without having received a licence from the ordinary.

388. Is that law altogether obsolete, or is it so completely so that it has no practical operation?—I believe it is; yet I think its existence in the Statute Book keeps alive the notion that the profession is not a distinct and independent one, but is subordinate to the clerical profession.

389. You think if that Statute is still in the Statute Book it ought to be repealed?—Undoubtedly.

390. Do you complain that endowed and grammar schools are required in every instance to choose masters exclusively from the clerical profession?—Yes; I think the evil of such a regulation is this, that it deters men from entering the profession regarded strictly and exclusively from a scholastic point of view; in that way a great number of men are debarred from entering the profession who would be well qualified to hold the highest posts in it, because they know that unless they take orders they cannot gain the great prizes of the profession.

391. Do you wish to see any system of general inspection of endowed schools established?—That is a very difficult question, but I have recently given some attention to it; and the more I think of it the more confirmed I am in the opinion that some system, I will not now venture to say what precise system, but some system of inspection under public authority would be very beneficial.

392. Is there any other information which you are desirous of giving to the Commission in a written form?—I was asked a question at the last examination respecting the usual terms of private schools, and I have taken the opportunity in the interval to go through nearly 80 school prospectuses that I have received from all quarters, some from members of the college, others from non-members. I think they give a fair view of the general terms adopted in those schools, and I have made an analysis of them, which I shall be happy to hand in.

The same was handed in, and was as follows:

From the prospectuses of 42 boarding schools, taken without selection, I have made the following summary of terms; but it should be stated that in the great majority of cases there are numerous extra charges for what may be called optional subjects of instruction.

Lowest Terms per Annum.

In	5	schools	less than 20 guineas.
In	21	„	from 20 to 30 „
In	8	„	„ 30 to 40 „
In	4	„	„ 40 to 50 „
In	3	„	„ 50 to 60 „
In	1	„	„ 62 guineas.

J. Robson, Esq.

7th Mar. 1865.

Highest Terms per Annum.

In	1	school	less than 20	guineas.
In	15	„	from 20 to 30	„
In	10	„	„ 30 to 40	„
In	6	„	„ 40 to 50	„
In	5	„	„ 50 to 60	„
In	2	„	„ 60 to 70	„
In	3	„	above 70	guineas.

So that in 26 out of 42 schools the lowest terms were not higher than 30 guineas, and in the same number the highest terms were not above 40 guineas.

The following is a statement of the terms for tuition alone, taken from 35 prospectuses. These also include only the ordinary subjects, there being usually many extras.

Lowest Terms per Annum.

In	2	schools	2 guineas.
In	4	„	3 „
In	7	„	4 „
In	3	„	5 „
In	5	„	6 „
In	4	„	8 „
In	5	„	10 „
In	5	„	12 „

Which gives an average of rather less than 7 guineas.

Highest Terms per Annum.

In 2 schools, three guineas; in 5, four; in 7, six; in 3, eight; in 5, ten; in 1, eleven; in 3, twelve; in 3, fifteen; in 4, sixteen; in 2, twenty.

This gives an average of nearly ten guineas.

Rev. J. P. Norris.

The Rev. J. P. Norris, called in and examined.

393. (*Lord Taunton.*) I think you were formerly a Fellow of Trinity College, Cambridge?—I was.

394. You were lately one of Her Majesty's Inspectors of Schools?—Yes, for nearly 15 years.

395. I believe you have taken a great interest in the system of local examinations, at Cambridge?—Yes; I have taken a great interest in those examinations, and some part in conducting them.

396. Were you connected with the local examination scheme from the beginning?—I took an interest in it from the beginning. When my friend, Dr. Temple, proposed to extend it to Cambridge, my impression was, that a system of *inspection* would be better than a system of *examination*, and I endeavoured to agitate that question in Cambridge; however, we all of us came to the conclusion that it was best to co-operate with Oxford *at first;* but the system of *inspection* has more recently been taken up by Cambridge.

397. Have you yourself been one examiner?—Yes; I undertook to set some of the English papers during, I think, three successive years, and to look over the answers.

398. May I ask what opinion you have generally formed, in the course of your experience, upon the state of middle-class education in England?—My experience, both as an examiner in the local examination scheme, and also more lately as an inspector of middle-class schools for the

University of Cambridge, has been of a very partial kind. I have only seen the better sort of schools and the better sort of pupils. I have been aware, from first to last, that I was only seeing the better specimens.

399. That probably must necessarily be the case from the sort of examinations there are at Cambridge ?—I should think so.

400. At Cambridge what are the sort of schools that apply to you ?—It is the better sort of schools.

401. Have you seen any improvement in the character of those schools during the period that you have been specially conversant with them ?—Yes, certainly, in those three years during which I took part in the Cambridge examinations. I think all of us noticed a decided improvement ; comparing the papers that were sent in to us during the first year's operation of the scheme, and the papers that were sent in during the third year's operation, we all of us, when we met together at Cambridge, noticed that there was evidence of more careful teaching in the papers submitted to us in the latter year.

402. You state that you chiefly came in contact with the best schools ; do you mean that those were the schools in which what may be called the upper ranks of the middle classes were educated, or that they were the best conducted schools ?—They were the best conducted schools.

403. I think there were schools in which farmers' sons and tradesmen's sons were educated, which sent up pupils very creditably before you ?—Yes, some of each ; but there were very few in which farmers' sons were educated ; they have chiefly been town schools where tradesmen's sons were educated.

404. I am reminded of a school in my own neighbourhood, at West Buckland in North Devonshire ; I believe that is composed chiefly of farmers' sons ?—Yes.

405. I believe they have sent up their pupils to you ?—Yes, they have been eminently successful, but we have very few such schools ; they are mostly town schools that have sent in their pupils to our examination.

406. To what do you attribute these examinations being principally confined to the best schools ; is it to the expense of the system, or to the nature of your examination ?—To the fact that naturally the best schools were anxious to have their good results known, and the inferior schools naturally hung back.

407. Do you think if the examination were more diffused, if the system were brought nearer home to the different localities, that that would not be the case so much, and that all schools would more or less avail themselves of this advantage ?—If the scheme had *way* upon it, and got more *prestige*, and the parents began to value it as a test and mode of accrediting good schools, then schools would begin to find that it was for their interest to send in pupils and to do well ; and in that way I think it might reach the worse schools and spread ; but until it has *way* upon it, and gets *prestige*, I do not think we shall reach the worse schools.

408. Do you think the circle is enlarging of schools that seem to be comprehended in your system ?—Yes, slowly.

409. (*Lord Stanley.*) Do you think that there is any tendency in these local examinations to induce schoolmasters to confine their attention to a few of their ablest pupils ?—No ; I *did* apprehend that it would be so at first ; and, in fact, that formed in a large measure the ground of my wish to have an *inspection of schools*' scheme instead of an *examination of pupils* scheme ; but since then I have inspected some schools which had sent in candidates for such examinations, and I must say that I did not find that to be the case.

Rev. J. P. Norris.
7th Mar. 1865.

410. Do you think that on the whole these examinations do give a fair test of the different schools from which pupils come?—Intellectually I think they do, but not morally; and not, of course, as to sanitary arrangements.

411. (*Lord Lyttelton.*) Was it not a very main point in the minds of those who originally planned this system, that the two ancient Universities naturally have a *prestige* in conducting such a system, which no other body can have?—Yes.

412. Do you think the system is still greatly in want, in the minds of the country, of a due amount of *prestige*?—There is no question about the *prestige* of Oxford and Cambridge, but the local examinations have not that *prestige* which I think would be required to make them generally efficient.

413. How do you account for that?—In the first place the scheme is insufficiently advertised. In the second place there has not been time yet for the distinguished pupils to prosper in life.

414. Have you been able at all to trace the career of any of those successful pupils, and how far it has benefited them to have those credentials?—Not beyond a University course. I know three or four who have distinguished themselves in our local examination schemes; who have been thereby induced to go on and compete for scholarships at Oxford and Cambridge, and are now about taking their degree, and doing very well.

415. As far as the Universities can give *prestige*, they have given it to this system, have they not?—Yes, they have; at the same time when a body of men who have great weight and authority with the country for one purpose, undertake to effect another purpose, they cannot expect to bring the *prestige* they had in the old province to bear at once on the new province.

416. Do you think there is any inconvenience attending this system of the nature alluded to by Lord Stanley, viz., giving the best boys an undue advantage over the others, which must not necessarily attend any system of examination and prize-giving whatever?—It seems just on a par with all other systems of examination in that respect.

417. Are you aware of any rule which schools go upon as to what boys they send up? are you aware that they pick their best boys, or do they send up all classes?—The majority send up picked boys; one or two schools, West Buckland, in particular, have been honourably distinguished by sending up whole classes; and so has the Liverpool Collegiate Institution.

418. In so far as you are acquainted with the state of education of the middle classes generally, would you state, as to the leading points, what you think are its favourable features, and what its unfavourable features?—I understand the question to apply to middle-class schools generally?

419. Yes.—My experience of middle-class schools generally has been of three kinds. First of all as a local examiner for Cambridge; secondly, as an inspector for Cambridge; and, thirdly, as an inspector under Government. The third field of experience requires some little explanation, because the Government scheme is only connected with *elementary* schools; but as you are aware, in many of our elementary schools we have a considerable admixture of farmers' children and tradesmen's children in the upper classes; and also in the course of my inspection it has been my duty to inspect for the Government five or six old endowed grammar schools, which had become schools for farmers' and labourers' children; this therefore is my third field of experience. I may add, as a fourth source of experience, that I have

also been called in three or four times by trustees, unofficially, as a convenient person to discharge the disagreeable task of condemning a school in order to oust an inefficient master; and in that way, and that way only, I have had a glimpse into some of the worst middle-class schools in the country. Yet these several sources of information cover a small portion only of the field of the middle-class education in the country; and I should not feel justified at all in arriving at any generalization from this experience. For instance, there is one large and most important class of schools—perhaps the most numerous of all middle-class schools, of which I have no knowledge whatever—that is private adventure schools, — my experience having been chiefly drawn from endowed schools.

420. (*Mr. Acland.*) By a private adventure school you do not mean where it is held in shares?—No, I mean where the master is the adventurer.

421. (*Lord Lyttelton.*) I shall be glad of your opinion, limited to the schools of which you actually have had experience; no doubt you can answer the question, what you conceive to be the general state of middle-class education? — My *impression* is that it is extremely unsatisfactory — most unsatisfactory; that the middle class parents, as a rule, have nothing to guide them in choosing a school for their children; that they have to ask what their neighbours have done, where they send their boys, or what is worse, they have to trust to the puffs and advertisement of the schools themselves. The conspicuousness of these few really good schools that have sent in pupils to our examinations only makes the want of good schools in other large tracts of the country more apparent.

422. But as to the actual results as shown in the papers sent in, could you not give some idea of what it is they do best, and what they do worst, as to instruction?—In the few good schools that have sent in pupils to our local examinations, we have, I think, all of us noticed that the work has been done with spirit, and fluently, but very loosely, with great inaccuracy. Fluency and spirit seem to be their merits, looseness and inaccuracy their faults, generally speaking.

423. You make no distinction between different subjects as to that? Does it apply to all subjects?—I naturally (and perhaps you would wish me to do so in answering the question) compare the results of these schools with the results of the elementary schools. It is in that way, perhaps, I can best convey my impression. Comparing middle-class boys with the pupils of the best primary schools that I have so long been in the habit of examining, and taking the several subjects that come before me, I should say that the writing in the elementary school is far better than in the middle-class school; that the spelling in the elementary school is certainly as good, if not better, than that of boys of the same age in the middle-class school; that the knowledge of English grammar is better in the elementary school than in the middle-class school; that the knowledge of arithmetic of our pupil teachers is certainly better than that of pupils of the same age in the middle-class school; that geography and history, and other subjects that are orally taught are much better taught in the elementary school than in the middle-class school; but that, on the other hand, in the middle-class school there is more knowledge of literature, more love of reading, they seem to have read more books; to be more fluent in expressing themselves; do their paper-work with more spirit; and, lastly, in the elementary school in the upper classes and pupil teachers, the knowledge of the Bible is far greater than in the middle-class school.

424. (*Mr. Baines.*) Have those local examinations by the Examiners

Rev. J. P. Norris.

7th Mar. 1865.

sent down by the Commissioners of Cambridge and Oxford, so far as you know, been kindly and gratefully received in those parts of the country where they are carried on?—We have not visited the schools, as you are aware.

425. You do not send down your examiners, but simply the papers?—We send down papers, and a representative of the Syndicate to give the papers out, to collect them together, and to keep order, in some townhall or public room where the several pupils are gathered.

426. Then my question is, whether generally the representative of the University has been kindly and gratefully received?—Yes.

427. And has the examination seemed to be valued and increasingly valued?—Yes.

428. (*Dean of Chichester.*) Have you found any opposition to the system of local examination by any respectable schools?—I know several schools to whom I have suggested that they should send in pupils, who have declined, and said that they would rather have nothing to do with it.

429. Where opposition exists, can you state the reason?—It is only in three or four cases that I have had any conversation about it with teachers that were unwilling to send in their pupils; and in two of those, which occur to me, it was clearly because they had no creditable results to show. In one of the other cases, which also occcurs to me, it was because the pupils were young, and they did not like to send them into a country town to be in lodgings for a week. They were afraid they would get into mischief. In a third case, they had a connexion among a certain set of parents that made them quite independent of any such scheme, and they preferred to have nothing to do with it.

430. (*Mr. Acland.*) Have you ever met with any objection on the ground of what I think I must call "gentility"—on the ground of disliking the term "middle class"?—Yes.

431. Have you not met with certain classes of schools that objected to these examinations as being below them in the social scale?—Yes, one or two schools I remember made me that kind of answer. I explained the whole scheme, and said, "Why do not you send in pupils to "these local examinations?" and the answer I received was, "Does "Dr. Temple send any boys from Rugby?"

432. Have you not also met with objections on the ground of having examinations already established in connexion with their own examiners? Yes. In that same school the master said, "A friend of mine comes "down every year from Cambridge and examines us, and we are "entirely satisfied, and so are the parents, with that examination."

433. (*Rev. A. W. Thorold.*) Comparing your various kinds of experience have you reason for thinking that recent improvements in the methods and subjects of instruction in National Schools have given a fillip or a push to the schools immediately above them?—In answering that question may I draw upon my experience as a Cambridge inspector?

434. On all kinds of experience.—Then my answer is, yes, certainly; and chiefly in this way, that not a few of the old endowed schools of the country have recently been put under certificated masters, and those certificated masters have brought with them good methods and professional skill. They have, for instance, re-arranged the desks so that all the pupils should front them; instead of putting the pupils round the room, and the desks against the wall, they have got them in compact phalanxes class by class for oral instruction. The blackboard has been introduced into two or three schools I have visited.

435. In fact you consider that the Government system of elementary education is operating advantageously, though indirectly, on what may be called the middle classes ?—I would rather say the Training College System. Government, as you are aware, aids voluntary effort, but it does not dictate any particular method for carrying on a school.

436. Operating indirectly, I mean ?—Yes ; the methods adopted in our Training Colleges and approved by Government.

437. (*Dr. Storrar.*) You have very tersely stated in a former answer that the knowledge produced by middle-class school boys is characterized by great spirit, fluency, looseness, and inaccuracy as regards writing, spelling, grammar, arithmetic, geography, and history ; would the same characteristics apply to their examination in Latin and more advanced subjects ?—In the elementary schools we do not teach Latin, therefore I cannot compare the one group with the other with respect to Latin.

438. I am not asking as regards the comparison of the middle class with the lower schools, but you gave the characteristics of the middle class boys, limiting the application to the lower department of education ?—Yes.

439. Would the same characteristics apply to the upper subjects, such as Latin ?—I could not give you any generalization about Latin. In some of the schools which I have examined it has been admirably and carefully taught, and with excellent results ; in others very ill indeed. For instance, I remember at a school near London, which I examined, I asked what the boys knew in Latin. I was told they could construe Horace and Virgil ; and found that without any knowledge whatever of the Latin grammar, they had committed to memory a printed translation of these books. On the other hand, I examined a middle class school in Staffordshire, where also they professed to teach Latin, and I found the boys were as well grounded in Dr. Kennedy's Latin Grammar, Smith's Principia, and Arnold's First Book as at Eton, Rugby, and Harrow, and even more so.

440. What class of school did the latter school belong to ?—The latter school was an old endowed grammar school, which, after many years of utter inefficiency, had lately been placed under a very efficient master.

441. Do you know anything of the rate of payment in that school, the good school ?—Sixteen shillings a quarter for day boys.

442. (*Sir Stafford Northcote.*) Was that school good in other points besides Latin ?—Yes ; it was divided into an upper and lower school. My only complaint in my report was, that the lower school was disproportionately backward as compared with the upper school.

443. (*Dr. Storrar.*) Then the general vice that you would attribute to the middle class schools is want of thoroughness in what they profess ?—I think so.

444. (*Mr. Forster.*) Can you tell us in what proportions the pupils they have sent up to you come from endowed schools and from private schools ?—No The secretary of the Syndicate would be better able to answer that question.

445. You then are unable to tell us whether the general impression upon your mind is that there is any difference between the boys from the private schools and the boys from the endowed schools ?—I have no means of judging.

446. (*Lord Taunton.*) I should like to ask one question before going to another point. One of the subjects, I think, in which you examine these boys is their religious instruction ?—Yes. In the local examination scheme, I have not had any share in that part of the work ; I have

Rev. J. P. Norris.
7th Mar. 1865.

never been asked to set the paper or to look over the answers in religious knowledge.

447. It is the case, is it not, that they do examine in religious information?—Yes.

448. Do you know at all what in general is the degree of knowledge evinced by those whom they examine in that subject?—I have incidentally looked at some of the papers, and I have asked my co-examiners, and I have also seen the printed report. From those several sources of information, I have gathered that in religious knowledge they are certainly below the standard of pupil-teachers of the same age.

449. There is, I think, a difference between the practice of Oxford and Cambridge with regard to examination in religious matters?—Very slight now. In the early years of the scheme there was. Oxford has adopted the Cambridge scheme, I believe.

450. (*Mr. Forster.*) Are the papers from different schools looked over by the examiners altogether in the same manner as the inspectors look over the papers of students in Training Colleges?—Precisely.

451. (*Mr. Acland.*) Is it your impression that the general effect of the Cambridge examination has been on the whole to promote the study of the Bible, and that no great difficulties have arisen with Dissenters on the subject?—The first question I can hardly answer; I have only visited one school as inspector.

452. I am not speaking of inspection.—It is a question I could not answer without going to the school and talking to the teacher, because I do not recognize the same pupils whose papers I looked over in 1863 when they come up in 1864. I do not carry in my head how that particular school did in 1863, so that I cannot answer the first question. The second question I can answer from the general result. Hardly any of the candidates have declined our religious-knowledge examination, a very small percentage indeed; from which I infer (as several were the children of Dissenters), that they found nothing objectionable to them in this part of our examination.

453. (*Lord Taunton.*) I think Cambridge has recently added to its system the duty of inspecting schools?—Yes; since June 1862.

454. Has that been much made use of as yet?—No. We have, many of us, been very much disappointed, that it has not been more generally taken advantage of.

455. You think it would be very advantageous if it were taken advantage of?—I do.

456. To what do you attribute the slowness of the public in taking advantage of that system of instruction?—To two causes principally; first, its expensiveness, and secondly, the want of advertisement.

457. What is the expense?—A minimum fee of 10*l.*, with the examiner's travelling expenses.

458. Do you see your way to reducing that expense in any manner?—Yes.

459. How?—I think that the University would receive more money by cheapening what it offers; that if the fee were cut down to 5*l.* instead of 10*l.*, more than twice the number of schools would avail themselves of it.

460. Where does the 10*l.* go to?—Out of the 10*l.*, 1*l.* goes to the Syndicate (that is to the Committee who carry on the scheme), and 9*l.* goes as a fee to the examiner.

461. Is the whole system, the combined systems of examining pupils and examining schools, self-supporting in point of money to the University? Does it put the University to any charge, or do the fees defray the expenses?—I have had nothing to do with the central

administration. I have been asked by the Syndicate to set papers and to look over the answers, but with the fiscal administration of it I have had nothing to do.

462. I believe the remuneration paid to the members of the University who take a part in this is quite insignificant, is it not ?—No, I should say it was not. I should say they were as well paid for the time they spend upon it as they are by private tuition.

463. My question referred especially to the examination of pupils in the local examination scheme ; I believe those members of the University who devote a good deal of time to that subject are not very highly paid ?—They are paid at the same rate as they are paid for private tuition.

464. Then you think that by simply lowering the rate of payment from 10*l.* to 5*l.* you would be likely to increase your sphere of action in the way of examining schools ?—If at the same time the scheme were more largely advertised over the country.

465. Do you think any except the best schools are likely to avail themselves of your offer of inspection ?—The best schools would in the first instance, then more and more would find out that it paid well to invite inspection ; so the scheme would get into wider operation, and after a while those who were left out would go to the wall.

466. Has the University of Oxford done anything in regard to inspection ?—Not yet.

467. Do you consult or co-operate with Oxford in any manner ?—Not in the inspection scheme at all.

468. Do you in the examination scheme ?—Yes. There was a good deal of correspondence both as to the time of year and also the centres that Cambridge should adopt, so as not to clash with Oxford.

469. Do you think there is as much concert between you as would be desirable ?—Yes, I think so.

470. (*Lord Stanley.*) What does the school get by submitting to the inspection of the Universities ? Is there any publicity given to it ? Does the inspection act as an advertisement in any way ?—There are three advantages. First of all there is a publicity and advertisement of being mentioned, though, I regret to say, not reported upon, in the annual report presented by the Syndicate to the senate of the University. Secondly, it gives the advantage of a thorough examination by a competent officer on the spot of all its pupils. And thirdly, and incidentally, they get their annual prizes awarded.

471. But there is no detailed report which is published and which they can refer to, from which they can quote in advertising the school or in writing to parents or otherwise trying to make themselves known ? —Not as yet, I am sorry to say.

472. Do you think something of that kind would be an improvement ? —Decidedly.

473. (*Mr. Acland.*) Is the report of the examiner never communicated to the trustees themselves ?—Always.

474. Cannot they publish it if they think right ?—Certainly.

475. Are you aware whether they ever do so ?—Two, I think, of the seven schools which I have examined printed and circulated a report.

476. (*Lord Stanley.*) In this inspection, do you go into the question of the sanitary state of the schools ?—I have done so.

477. And also the discipline ?—Yes.

478. So that as far as possible it is a complete report upon the condition in which the school is found ?—Yes.

Rev. J. P. Norris.
7th Mar. 1865.

479. (*Lord Lyttelton.*) Is it not the fact, that this system of inspection is very little known in the country?—Very little known.

480. Hardly known at all?—No.

481. Do you not conceive that with very little difficulty it might be very much more widely advertised than it is?—Yes.

482. I believe there is no limitation as to the character of the school to which it is offered?—No; not in the original grace.

483. An endowed school might ask for an inspection?—Yes.

484. (*Sir Stafford Northcote.*) Have you found, on the part of the schools which you have inspected, a willingness to adopt any suggestions that you have made?—I have found a kind reception; great willingness to give me every facility to examine and inspect the school and the school premises; great willingness to talk over with me the state of the school and to hear all I had to say; great *un*willingness to have my report very widely circulated; and generally speaking, considerable dissatisfaction with my report, leading to the strong impression, almost a conviction, on my mind, that these schools have been accustomed to much too flattering reports in former days.

485. But have you found them ready to adopt suggestions which might have been a little unpalatable at first?—There are only two schools which I have twice visited, and there I found improvement.

486. (*Dr. Temple.*) It is from the inspection of these schools that you have derived your opportunities of comparing them with the elementary schools chiefly, is it not; rather from the inspection than from the local examination of the boys?—No; I think equally from both.

487. But you are able to make a much wider comparison, of course, from the inspection?—Yes.

488. You have been able, for instance, to compare the way in which they are officered?—Yes.

489. Can you state your impression on this point, as far as you saw?—Some were excellently well officered, and others as ill; every variety.

490. And the arrangement of the buildings, both for sanitary purposes and purposes of instruction?—Generally bad, with two or three exceptions.

491. You thought them on the whole generally inferior in this respect?—Certainly.

492. In comparing the instruction in these schools with the instruction in the elementary schools, your chief point of comparison was with the pupil-teachers?—Yes; because, generally speaking, the children that come before me in the elementary schools range from 8 years old to 12 years old; and in the middle class schools that I have examined they have ranged chiefly from 12 to 17 years. The age of the middle class schools therefore runs parallel with the age of the pupil-teachers, and not with the pupils of the elementary schools.

493. But you can see at once that the pupil-teachers are not quite a fair specimen of the elementary schools?—Clearly.

494. Because they are picked boys?—Yes.

495. And they are taught in very small bodies?—Yes.

496. Therefore you cannot quite compare the instruction of the pupil-teachers with the instruction of classes in the middle-class schools?—Perhaps not strictly; but still I think the comparison is a fair one. The pupil-teacher has only an hour and a half a day of direct instruction, while the others have six or eight hours a day, and therefore, although he is a picked boy, and though he has a special stimulus to improve,

yet still he has a much smaller amount of time spent in direct instruction.

497. But besides the actual instruction, he has that which certainly must have a very considerable effect in making his knowledge thorough, he has the duty of imparting it to others?—Yes.

498. And that must make an enormous difference in his power of putting down work on paper?—Yes, it does.

499. (*Mr. Acland.*) I do not think you told us the different kind of schools you visited. Can you describe them?—Yes. I have examined seven schools for Cambridge, and I have examined year after year seven schools, which were in fact middle-class schools to a great extent, for the Committee of Council, and I have examined two or three other schools, incidentally, to oblige the Trustees. It so happens that the schools I have examined for Cambridge have been all town schools, drawing from tradesmen's sons chiefly, and that the schools, which have been in a large measure middle-class schools, which I have inspected for the Committee of Council on Education have been rural schools, all of them. Of these 14 or 15 schools, about half were called grammar schools, and the others were also endowed though not grammar schools, so that my experience has been limited to endowed schools, of which about one-half were old grammar schools. Of *private* schools I have had no experience whatever.

500. Was there any marked difference in the social scale of any of those schools, or in the rates of payment?—The rates of payment for day boys varied from 10*s.* to 20*s.* per quarter, and the rates of payment for boarders varied from 16*l.* to about 30*l.* a year, none below 16*l.*, and none above 30*l.*, that I can recollect. As to the social class of the children, in the one group which I examined for Cambridge, they were chiefly children of shopkeepers and tradesmen, with a few from the professional classes; and with regard to the other group of *rural* schools having an admixture of middle-class pupils, which I have examined for the Committee of Council on Education, they have been chiefly tenant farmers' sons.

501. (*Rev. A. W. Thorold.*) With respect to the system of inspection in grammar schools and private schools, which of the two systems would you prefer, the University system of inspection, of which you have been giving us information, or a system to be carried on by Government analogous to that which is conducted in elementary schools by the Committee of Council, of course without any reference to pecuniary results?—Undoubtedly the system of inspection adopted by Cambridge, which is far more plastic, and such as to allow the inspector to adapt himself to the school, going through his work from the head master's point of view, and (so far as possible) as the friend of the head master. This seems to me his proper attitude, being armed with no authority, and going by invitation.

502. In fact you would prefer that system fully extended and carried out in the country rather than having any Government system of inspection?—Undoubtedly; I should deprecate in the very strongest way any Government inspection of middle-class schools.

503. (*Mr. Forster.*) I understand you to say that all the schools you inspected have been endowed schools, some of them grammar schools, but all endowed schools?—Yes.

504. Has the inspection generally been asked for by the trustees or the master?—Generally by the master, but in two or three cases by the trustees.

505. (*Lord Lyttelton.*) With the consent of the trustees?—With their consent always.

Rev. J. P. Norris.

7th Mar. 1865.

506. (*Mr. Forster.*) Have the trustees generally been present at the inspection?—Hardly ever. In one case a trustee was present throughout, and took a great interest in it. In two other cases the trustees had a meeting at the close, and met me to hear my report. In the other cases they did not appear.

507. How long does the examination generally last?—Never less than two days in the school, involving a third day of looking over papers, drawing up report, and so on. Never more than a week in cases that I have had to do with.

508. (*Mr. Erle.*) In the case of the endowed schools, have you given the report to the master or to the trustees?—It has been my habit in all cases to submit the draft to the master confidentially, and to ask him to look it over, and to tell me if there was anything that he thought undesirable to appear; I have told him that I could not insert anything at his suggestion, but that I should use my own discretion in leaving out anything to which he objected. After that I have forwarded it to the Syndicate or Committee at Cambridge, and they have afterward sent down a copy officially to the trustees.

509. To the trustees, not to the master?—Yes.

510. Have those examinations of endowed schools been invited by the trustees, do you think, with a view to remedy specific imperfections in the school?—No, I think not.

511. Merely to test their supposed merit?—Yes; they have been good schools wishing to be known as good schools.

512. (*Mr. Forster.*) Is there any minimum number of boys under which the Syndicate would not send an inspector?—No.

513. (*Mr. Erle.*) Do you think there is any advantage which can be conferred on schools by the local examination which would not be attained by inspection also?—Yes, clearly there is. There is a degree of competition between school and school in the local examination scheme which has little or no place at present in the school inspection scheme, because of the non-publicity of our reports; but if our reports were published then there would be a certain amount of competition between school and school, but not of a kind that would stimulate individual boys.

514. There would be no competition between individual scholars of one school and another school?—Not in the inspection scheme.

515. (*Mr. Forster.*) I understand you to say in reply to Mr. Thorold's question that you have strong objections to Government inspection of middle class schools?—Yes.

516. Am I to understand that that objection applies to an offer of Government inspection to such schools as would like to take it, or that it applies to compulsory inspection?—To both, I think.

517. (*Lord Lyttelton.*) Will you state the chief reasons why you object to Government inspection of middle class schools?—Adopting the distinction that Mr. Forster suggests between the option of Government inspection and compulsory Government inspection, I should object both to the one and the other, because the optional inspection would, sooner or later, if it prospered and were accompanied by grants of money, become virtually a compulsory one. If one portion of the middle class schools of the country were inviting Government inspection, the others would find they could not do without it, and it would come to be indirectly compulsory, therefore I resolve it into the one question.

518. By Government inspection you mean an inspection by Government officers directly?—By Government officers under the direction of a central department.

Rev. J. P. Norris.

7th Mar. 1865.

519. What are the objections to that? — That the system of inspection,—and this I say drawing upon my own experience as for 15 years Inspector of elementary schools, — does far more largely than people imagine influence and direct the schools that come under it, and any scheme of Government inspection must tend uniformly to impress a uniform type on the schools inspected. It does so undoubtedly, and I conceive that such uniformity, especially in the case of our middle class schools, is very much to be deprecated; I also apprehend that our best teachers, those who are doing their work with most spirit and most ability, would feel cramped and crippled by it. No Government scheme of aid or inspection can go on long, or satisfactorily to the House of Commons, without being conditioned by general rules to a very great extent, with a view to the security of economy, and so forth. In a matter such as middle class education such general rules would, I think, be mischievous. My notion is, if you would allow me to say so in reply to your question, that to improve a middle class school, what you have to do is this, to provide suitable premises, to put a thoroughly good man into them with a diploma of some sort which the parents can easily ascertain and value, and then to leave him to himself.

520. (*Lord Taunton.*) Your objection would apply equally if there was no public money given to the schools, if the inspection was altogether dissevered from any grant of money?—Much less so; but to a certain extent it would apply.

521. You are aware that one of the objects for which this Commission is appointed is to devise such measures as they may think expedient for the middle-class education in this country. You have attended very much to this subject; can you favour the Commission with any views of yours with regard to measures which it may be desirable to recommend for that purpose?—Yes; I have some very definite notions on the subject, and they are chiefly these:—That dividing middle-class schools roughly into endowed schools and not endowed schools, I should say, leave the not-endowed schools alone; improve the endowed schools; sooner or later the not-endowed schools which are left alone will find that they will have to improve themselves, and in that indirect way may best be influenced. For the endowed schools Government might do much, I believe. A Charity Commission with much larger powers than the present Charity Commission, and specially directing its enquiries and its efforts to educational charities, might, I think, rescue the 400 or 500 endowed middle-class schools of this country from their present state of inefficiency, (for I am afraid that most of them are very inefficient) by compelling the trustees to dismiss incompetent teachers and taking security for the appointment of more competent teachers. In this way schools scattered up and down the country, many of them in rural places, might be made available for middle-class education, carrying with them in many cases the prestige of old traditions, and the adhesion of a large group of parents in the neighbourhood; many of our certificated teachers, after a very useful training in elementary schools, would find their way into these old grammar schools, and with a wise adjustment of their remuneration,—making them to a certain extent dependent on the parents, and to a certain extent on the trustees, for their income,—they would work uncommonly well. I believe that is all that is wanted.

522. You think that the selection of trustees is a point which requires a good deal of amendment?—Yes, I do.

523. Would you give large powers to this Charity Commission with regard to trustees?—Yes.

Rev. J. P. Norris.

7th Mar. 1865.

524. As I understand you would make the income of the master depend, to a considerable extent, on his success in obtaining pupils?—To the extent of about one half I would.

525. What is the sort of machinery you would adopt to do that? Would you graft upon these old endowments a certain number of paying scholars, as it were, in the same way as they are grafted upon the old establishments of Eton, Winchester, and so forth?—That is already generally done. I would have it universally done.

526. (*Dean of Chichester.*) It would be grafting a proprietary school on an endowed school, in fact?—Yes; under certain conditions imposed by the trustees.

527. (*Lord Lyttelton.*) I understand that you consider that no measure such as this Commission might recommend is advisable for the unendowed schools, in the way of acting directly upon them?—No; my own impression is,—but I do not think my impression is worth much, because as I have said before, I have not examined the private adventure schools of the country,—my impression is that we must let them alone, that they must be left to the influences of the market.

528. To the effect of their own interest and public opinion?—Yes; help the endowed schools over which the public has a right to exercise some supervision in the public interest,—help them to improve themselves, and then trust to the competition of these improved schools with the unimproved schools for bettering the latter.

529. (*Mr. Erle.*) I think you suggested just now, did you not, that masters of unendowed schools should have some diploma?—My suggestion related to *endowed* schools; I think it would be very desirable for teachers of unendowed schools also; but I would not compel them to have it. I began by saying that I would divide all middle-class schools into two groups, the endowed and the unendowed. I would have Government interfere with the endowed, but not with the unendowed; and the kind of interference I would suggest with the endowed schools should be simply this: first of all, a compulsory inspection for a year or two, to let daylight into all the endowed grammar schools of the country; that ought to come first; then the reconstruction of the trusts where it was necessary; powers to oust inefficient masters; and a requirement in the trust deed that succeeding masters should hold some certificate or diploma.

530. (*Lord Lyttelton.*) With regard to the last point, have you considered the scheme which has been lately suggested of a registered list, to be published by some public authority, of schoolmasters, who shall be known as holding certificates from that authority for the purposes of middle-class education?—Published by the Government?

531. Not by the Government; but by some recognized public authority?—I should prefer to have a certificate from Oxford or Cambridge, or the London University.

532. (*Rev. A. W. Thorold.*) Have you any objection to the principle of unrestricted competition in private schools between school and school?—Clearly not.

533. Unrestricted competition I mean in the opening and the keeping of schools?—No; I think it would be in the highest degree un-English to interfere with that. There is a certain demand for school instruction in the country, and anyone who thinks he can supply and meet that demand should have liberty to do so, *at his own risk*. But if he ask the trustees of an old endowment to share the risk, then those trustees should require some preliminary proof of fitness.

534. You would not make the body of schoolmasters a close body?—Certainly not.

535. (*Lord Lyttelton.*) I understand you to approve of the principle of the registration of teachers ?—No, I decidedly prefer a diploma or certificate from Oxford, Cambridge, or the London University.

536. Given on examination ?—Given on examination, a voluntary examination to which all should be admitted ; I believe that Oxford, Cambridge, and the London University, would render a far greater service to the country by examining and accrediting teachers than by examining and accrediting pupils.

537. Then they might be teachers of any schools whatever ?—Yes.

538. Private schools as well as others ?—Yes.

539. (*Lord Taunton.*) As I understand you, you would only render it obligatory upon the grammar and endowed schools ?—Yes.

540. You would leave it optional to the private schools ?—Yes, optional ; private schoolmasters would probably soon come to desire it, for its own sake ; but in the case of the endowed schools, where the State and the nation have a right to interfere, I would insert a clause in the trust-deed, requiring such a diploma or certificate.

541. (*Lord Lyttelton.*) Would you have a public catalogue kept of these diplomas ?—No. Perhaps I may be allowed to illustrate what I said about the capabilities of our old decayed grammar schools. There are two old grammar schools in Cheshire, one at Bunbury, and one at Audlem. The trustees of Bunbury are the Haberdashers' Company, and the trustees of Audlem are local feoffees. The late Lord Combermere was educated at the latter school, and asked me one day, eight years ago, when I happened to be staying with him, to ride over "and parade the boys." He said I should find S. C. (for Stapleton Cotton) cut on a bench somewhere. The schoolroom was closed, and had been for some years, the pupils (reduced to four) being taught at the clergyman's house ; but we sent for the key and found the "S. C." in large letters. The old peer said nothing would please him more than to restore the school to usefulness, if I could put him into the way of doing it. He seemed to think it could be done off-hand in the course of a month or so. I put him into communication with the Charity Commissioners. In due time the school was overhauled, Lord Combermere (then in his 87th year) conducting the whole correspondence himself ; the clergyman resigned, and was replaced by a certificated master ; and the school is now attended by about a score of farmers' and tradesmen's children and some forty of the labourers' ;—just what the parish needed. The other case I would bring before you was a still more interesting one. Bunbury school, when I first visited it, was in a miserable plight ; the clergyman was the master, and never went near the school ; his usher drew the salary, which was 40*l.* a year. He educated ten or twelve farmers' boys, and the school was a mere barn. In two years that school was transformed into a school of 90 or 100 boys, half of whom were tenant farmers' sons, with a highly trained certificated master at the head of it. He teaches Latin if required ; he teaches chemistry very well ; drawing most successfully,—they have won more Government prizes than any school in Cheshire ; and the English education, as I can bear witness, for I have examined it several years, is excellent. Now what has been done at Bunbury might be done in 400 or 500 of such schools all over the country with the greatest possible advantage.

542. (*Mr. Acland.*) Is there any payment there ?—Yes. The rates of payment are very varied, ranging from 10*s.* a quarter down to twopence a week.

Rev. J. P. Norris.

7th Mar. 1865.

543. (*Dr. Storrar.*) What was the amount of endowment in each case?—At Audlem it was 40*l.* a year; at Bunbury less, if I remember right, but I do not know what.

544. (*Rev. A. W. Thorold.*) Endowed schools which were never under the Committee of Council?—Yes, both of them latterly, not at first, but after they had been re-organized. Inasmuch as they drew largely from the labouring classes as well as from the farmer class, they were both under my inspection. I consider what was done at Bunbury is precisely a type of what Charity Commissioners with large powers might do all over the country with the greatest possible advantage.

545. (*Dr. Storrar.*) Do these schools continue to receive any assistance from the Privy Council now?—Yes; both of them.

546. (*Rev. A. W. Thorold.*) Of course the amount of endowment is mulcted from their results?—In the case of Bunbury it would be so. In the case of the other school, being a small school, it comes under the special indulgence, and it is limited, grant plus endowment, to 15*s.* a head.

547–9. (*Dr. Storrar.*) Who provided the funds for restoring the fabric of the schools?—In both cases it was by a subscription.

Appendix.

I have been asked by some of the Commissioners to furnish the Commission with my views as to "*the best subjects for instruction*" in the schools under their inquiry.

Preliminarily I deprecate the terms "middle-class school, middle-class education," so frequently used in speaking of these schools. They are indefinite and invidious: and, what is more, misleading, when one comes to consider the subject at the head of this paper.

Tell a man to prescribe three several courses of instruction, one for the aristocracy, another for the middle class, and a third for labourers' children; and the wiser the man the greater will be his bewilderment. But ask him to organize three several courses of instruction, one for youths who will be under tuition until they come of age, another for those whose education will be continued up to 15 or 16, and a third for those whose schooling must be completed at 12 years old, and he will at once know what he is about; each course, the three years' course, the six years' course, the twelve years' course, must be complete in itself, and therefore, to a great extent, distinct from the others; for if the first be a mere fragment of the second, and the second of the third, the result will be a failure; each, so far as it goes, must be an organic whole.

The school which a sensible man, so applied to, would organize for the middle group, I call a *middle-school.*

I believe the Commissioners would do good service if they would fix this term so interpreted. Our definitions would then stand thus:—

An *elementary school* would be a school suitable for those who have to be content with the smallest amount of schooling; who have to go to work at 12 or 13.

A *middle school* would be one suitable for those who aim at a middling amount of schooling, having to enter on the business of life at 15 or 16.

A *classical school* would be a school of the highest kind of instruction, such as cannot profitably be attempted unless likely to be continued up to 21 or 22. (I am not speaking of girls' education.)

If, then, I were offering advice to one about to take charge of a *middle school* for (boys), thus defined, I should say to him,—

1. Your time being so limited, be careful that what you put into it be what is (in the true sense of the word) *educational, i. e.* good *discipline* to a growing mind, training it to habits of active, clear, patient thought.

Now, for learning to read thoughtfully and to express oneself also thoughtfully, there is confessedly nothing like translation from one language into another, and for learning to sustain attention and reason carefully there is nothing equal to the study of mathematics.

2. *Attempt nothing that cannot be completed in five or six years.* This cuts out Greek altogether, versification in Latin, and of mathematics all that requires the higher calculus.

3. So far as you can without trespassing against the first rule, aim at what will be *useful in after life.* Therefore

a. If you have not time for both Latin and French, choose French; and in French let the translations be partly of the conversational and epistolary sort.

b. Of mathematics give the preference to what leads on to practical applications; of pure mathematics what is needful hereunto and no more; then, commercial arithmetic (book-keeping, interest, discount, stocks, &c.); mensuration of surfaces and solids (for which logarithms would be needful), and of mechanics, hydrostatics, and optics, enough for the explanation of common machines and instruments.

c. Having regard to the probability of an active rather than a studious life, by all means associate with your mathematics as much *skill* as possible in drawing and in the use of instruments. Thus associated with science, these arts become (what in themselves they are not), educational, and so fulfil the first rule.

But this rule of *usefulness* is to be limited not only by the first rule, but also by the two following:—

4. The studies of the class room must be those wherein progress can be definitely measured by *examination.* For examination is to the student what the target is to the rifleman,—there can be no habit of definite aim, no real training without it.

This cuts down the number of subjects which "Rule 3" might otherwise suggest, more than one inexperienced in the work of examination might anticipate. Trials of skill in penmanship and drawing may be obviously included at once in an examination. For the rest those questions only are suitable for purposes of examination which admit of answers definitely "right" or "wrong." And again, those questions only are desirable which cannot be answered well without active thought; without—in other words—the application of old principles to new cases.

It will be seen at once how singularly excellent in both these respects are grammar and mathematics. The boy has never before seen the passage he is asked to construe, or the problem he has to work; but all that is required for either is the application of the principles which he has learned; and the value of his answer in either case can be definitely measured by marks.

It will be understood also how unsuitable for examination are all subjects which admit of loose and wordy answers, or which test mere memory alone.

If examinations were restricted to subjects really suitable for examination, we should hear no more of that bane of modern education, "*cram.*"

Geography, history, political economy, physiology, and the like, are delightful matters for private study, and for lectures; and should be encouraged to the utmost by way of prize essays, but should never enter into the subject-matter of an examination which is to issue in an order of merit. Got up for an examination, their effect on the mind is merely stupefying.

In this last group I would include religious knowledge; and so suggest (by the way), a solution of much administrative difficulty. For if religious subjects were lifted out of the class room into the lecture room, and encouraged, not by examinations, but by prize essays, few parents would object to what was left of the religious element in the daily devotions and discipline of the school.

5. One more limiting rule there is, the importance of which might, perhaps, be overlooked by one unaccustomed to school keeping.

The boys should as much as possible be driven in a team, *i.e.*, be following the same course of instruction. Out-riders are a great encumbrance, not only wasting the teaching-power, but also making just classification, and therefore discipline, very difficult. Parents are ever asking for this or that kind of

Rev. J. P. Norris.
7th Mar. 1865.

instruction with a view to this or that business in life. The answer should be, "Your boy comes here for instruction, not for 'apprenticeship,'" Such subjects as chemistry, botany, agriculture, should be relegated into the recreation hours.

To sum up what practically results from my four rules: My middle school should teach *all* its boys by way of staple:—(1.) French and Latin; and (2.) the lower mathematics, leading on to practical applications.

Alongside of this there should be, in the way of occasional lectures and prize essays, encouragement given to the study of divinity, history, geography, English literature, and any other specialty to which the master might have a bias.

And for recreation, a gymnastic ground, a field-garden, and if possible a laboratory.

J. P. N.

Adjourned.

Wednesday, 8th March 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.
8th Mar. 1865.

The REV. BARTHOLOMEW PRICE, M.A., F.R.S., and the REV. GEORGE RAWLINSON, M.A., called in and examined.

550. (*Lord Taunton to Professor Rawlinson.*) I believe you are Camden Professor of Ancient History in the University of Oxford?—Yes.

551. You are a member of the delegacy for arranging the local examinations, and have been from the commencement?—Yes, from the commencement.

552. You have also had experience I think in other examinations?—Yes, I am classical examiner under the council of military education. I have held that office about five years, and I have frequently been examiner in Oxford. I have also examined a good many of the large schools of the country, some of those which come under your commission and some which do not. Winchester and Cheltenham I suppose do not; but I have examined Birmingham School, Macclesfield, Fleetwood, and other large schools. On the first occasion I examined for the Civil Service of India, but only on the first occasion.

553. (*To Professor Price.*) You are Sedleian Professor of Natural Philosophy at Oxford?—Yes.

554. You are also one of the members of the delegacy ?—Yes.

555. Have you been so from the beginning ?—Yes.

556. Have you had experience in the conduct of local examinations at Oxford ?—Yes, I have been examiner four times under the statute which constitutes these examinations.

557. I think you are the examiner in conic sections for the Society of Arts of London ?—Yes.

558. How long has this system of local examinations prevailed at Oxford ?—Seven examinations have taken place.

559. Will you state how many schools sent up pupils for examination during that time ?—I cannot do so with accuracy, but I think in any one year about 300 schools have sent in candidates.

560. Have they been chiefly of the private and proprietary class, or has there been an equal proportion from the old foundation grammar schools ?—I think that the number from the old foundation grammar schools is smaller than that from the proprietary and private schools.

561. Do you mean relatively smaller as well as absolutely smaller ?—That I cannot tell, only it is absolutely smaller. I may mention that these facts may be ascertained from the records which we possess, but I have not gone into that question myself.

562. Are you able to give us a general idea of what have been the centres of local examinations ?—The centres have chiefly been confined to the west and south of England ; we have not gone further north than Liverpool, Manchester, and Leeds ; this year, however, one centre is further north, Windermere ; but at present we do not know what the result of the examination there will be.

563. What has been your reason for restricting your centres of examination ?—We have not restricted them ; our centres have been determined only on applications made from the places for examination.

564. Do you think any alteration could advantageously be made in your system so as to extend the benefit of these examinations more widely, either by reducing the expense or by affording facilities of any kind that are not now afforded ?—I believe some complaints have been made on the ground of the expense ; the parents found the expense large ; but not so much the expense of the fees that we charge, as the expense of sending the boys to the several places and keeping them there for the week or ten days during which the examination lasts. I have no doubt if those expenses were diminished the number of candidates would be greater.

565. I think your answer points to the desirableness of diffusing the centres of examination more generally, thus bringing them nearer to the pupils rather than to absolutely diminishing the fees ?—I think so.

566. Can you suggest any way in which that could be done ?—No ; I have not considered the subject ; perhaps Professor Rawlinson can tell you.

567. (*To Professor Rawlinson.*) Do you agree with the opinion expressed by Professor Price ?—Yes, I think I agree generally with it. I think that the fees are so very small an element in the expense that they have really very little to do with it; the highest fee for a senior is 30*s.* I take it that the expense of travelling and of staying a week is so very much larger than that, that the fee is not very much considered even for a senior. Then with regard to increasing the number of centres, I do not see that we, the delegates, or the University, can well move in that direction. We have been rather passive than active ; we are applied to to confer a benefit ; we say we are willing ; if persons wish for this benefit they apply to us. I am not aware that any proposed centre has been refused ; some centres have tried our system for a few years and

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

have found that they got so few candidates that they have themselves relinquished their applications; but so far as I am aware no places have applied to us and asked us to come, that we have refused. I am not aware that we should refuse. I think our wish would be, or at least that we should be quite willing, to increase the number of centres, of course, within certain limits. We should sometimes say, if a place applied which was very near to another place, that really it hardly seemed worth while. Still we have places so near as Liverpool and Manchester, when they are great centres of population. I think we are perfectly willing to take additional applications, and to send to a larger number of centres. The thing needed is that the public should desire the examinations more. I think it is the remoter parts, where there is less intellectual life stirring, that do not feel the desire.

568. Do the pupils that come to you for examination come chiefly from what may be called the upper division of the middle class schools?—Yes, I should think so; I think one might say that.

569. Do they come from agricultural schools often?—I should say very little indeed, so far as I am aware.

(*Professor Price.*) We have one school which I may mention, an agricutural school, which is almost exclusively such, that is the Devon County School; that is one school which is a centre and a purely agricultural school.

570. (*Lord Taunton.*) You mean the West Buckland School?—Yes.

571-2. You do not think there are many schools which do as that has done, send their pupils regularly and in considerable numbers to be examined?—No, I think the candidates come chiefly from commercial schools.

573. (*To Professor Rawlinson.*) Do you not think it would be very important if some inducements could be held out to diffuse the system more generally, especially among the agricultural population?—I should think it would be extremely desirable. The object is to get the class to desire it: as far as I understand, the class of parents are a drawback upon the schoolmaster. I understand that the schoolmasters of many agricultural schools would wish to send more boys in than they do, and that the parents decline to have the boys sent in.

574. (*Mr. Acland.*) Have you heard of any case in which the parents have done so?—I have not individually; I speak rather from letters that I have seen. I speak especially from some letters I have seen which have been published in a pamphlet, letters from schoolmasters of that sort of schools—farming schools, in which the schoolmasters have made the complaint that the parents interfere with the boys being sent and say they do not wish them to be sent.

575. (*Lord Taunton.*) Is it generally the practice in the schools the pupils of which come before you to send up the boys in whole classes, say the senior class of the school, or do they send up picked scholars?—I really have not the means of answering that question.

(*Professor Price.*) As far as my knowledge goes they are for the most part picked scholars who are sent.

576–7. (*To Professor Price.*) Do you think that that is an objectionable course?—I do.

578. For what reason?—Because I think what we want to test is the general state of education in the school; the general standard of education.

579. Is it possible for a master to select scholars in this way without also raising the general character of the education of the school?—No, I suppose not. I suppose if there are a few boys well taught, that acts as an encouragement to the other boys to greater exertion.

580. But still, you think the better plan in a school would be to send up all the boys that had gone through the school and got into the upper class, and then to take the chance of those who did and those who did not pass through the examination with credit?—I think the only trustworthy test would be to examine perhaps not all the boys, but, say, the first two classes in the school.

581. I believe that is the practice in the school you have mentioned, the West Buckland School?—They send in, I believe, the whole of the first two classes.

582. Do you think it would be a useful regulation in a school on the part of the trustees, for instance, that a master should be obliged to send up the whole of a class rather than picked scholars?—I think so. I may mention that there are some schools where they do send in the whole of the first class.

583. Do you believe that in the case of private schools the boys are sent up by classes and not picked scholars?—It is in exceptional cases the fact, but those are exceptional cases.

584. (*Mr. Acland.*) Are you not aware of several cases of active schoolmasters who send up not the whole class but a large proportion of the upper boys?—I do; I can mention a case. I think in a school at Exeter it is the case; the master reports it so. I believe there is a school there where the greater part or the whole of the first class is sent up, and it is a rule to do so.

585. (*Lord Taunton.*) In these examinations you have had pupils before you, from three classes of schools; from proprietary schools, from private schools, and from grammar and endowed schools; have you been led to come to any general opinion as to the comparative merit of the education in those three classes of schools?—No; and for this reason, when the papers are sent in to the examiners, they are only known by the number the boy bears in the examination, and the result is given quite irrespectively and independently of the place where the boy is educated; we know nothing of his name, of his parentage, or anything about him; we know nothing but the number, and if I do happen to know where the boy comes from, it is merely accidental; that fact is not brought before the examiners at all; when the delegates arrange the class list at the end of the examination the place of education does not necessarily come before the delegates even; the lists are made quite irrespectively of that circumstance.

586. I believe it is the practice in the University of Oxford to leave all the arrangements with regard to the examinations entirely to the delegates, without interfering with their discretion?—When the statute was passed it was left with the Delegates to carry the statute out, but we are limited by the powers which are conferred upon us by the statute.

(*Professor Rawlinson.*) But the statute is in very broad terms; it is a very short statute in very broad terms, and the examiners are therefore very slightly limited.

587. (*Mr. Acland to Professor Rawlinson.*) Is it not the case that the whole scheme was settled by the delegates under their discretionary power?—Really it was—in consequence of the statute giving such a very slight and general outline.

589. Such as the division of subjects, the appointment of examiners, and the arrangement of the classes?—Yes, the introduction of preliminary subjects, and the whole arrangements, one may say, have been made by the delegates.

590. (*Lord Taunton.*) I believe you examine into the proficiency of the pupils with regard to religious instruction?—Yes.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

591. You heard the question put to Professor Price with regard to the relative proficiency of the three classes of schools, the proprietary, the private, and the grammar and endowed schools; have you formed any opinion as to the relative merits of the education of those three classes of schools?—I have to a certain extent. Although it is perfectly true, as Professor Price says, that as examiners and as delegates the names of the schools do not come before us, yet they are afterwards published in the lists sent out, and it has been a part of my duty in certain relations to look over those lists with some care, and to look to the particular fact, as to the classes of schools which have obtained the most distinction in these examinations. I certainly have come to the conclusion that the old endowed grammar schools have obtained the greatest distinction on the whole. Manchester School has obtained very great distinction; King Edward's School, Birmingham, obtained very considerable distinction; and Leeds School, I believe, comes under the same class; these strike me particularly. I went through the lists with some care, not very recently; not with respect to the last one or two examinations, but before that; and from my cursory looking over the lists I am not inclined to think that the last two examinations would change my opinion. When I did look through them it certainly was my opinion that the old endowed schools obtained very decided distinction. I should have been inclined to place the proprietary schools in the second class; that is my general impression; and the mere private schools in the third class.

592. Do you think it would be safe to take the pupils that come from a certain number of those endowed schools of acknowledged excellence as fair specimens of the general character of the grammar and endowed schools?—No, certainly not, because one knows that the great defect is in the small grammar schools which probably do not send any pupils to be examined; but it was certainly a very marked distinction that the boys obtained from those good and large old endowed schools.

593. Do you mean that the boys of the greatest attainments have, in your opinion, come from certain of those old grammar schools?—I meant that; I meant what I said with respect to quality rather than quantity; that the very distinguished boys, or at least a large proportion of them, came from those old schools.

594. I suppose classical knowledge is more cultivated there than in the proprietary and private schools?—Quite so; but with classics, mathematics, and English. You very seldom find a good classical scholar who is not also good in the English department. And we very frequently find that these good classics are also good mathematicians.

595. Are you able to make any statement to the Commissioners which would make them aware of the relative importance which you attach to the different subjects upon which you examine?—While I feel that as a delegate I have a scruple in answering or attempting to answer that question with exactness, I can have no difficulty in stating in a general way that greater importance is given to the ancient languages than to the modern languages; that very considerable importance is given to English, and very considerable importance to mathematics. The subjects of classics and mathematics have the greatest importance in the examination. I do not feel that it would be right in me as a delegate to go into any greater details than that; I think these are the main subjects. Among the other subjects are modern languages and physical science. The latter is not one of the subjects of main importance, but it is regarded as a subject rather of secondary importance; music and drawing are included, but are put quite on a lower footing.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

596. Modern languages? — Modern languages, I mentioned, are subjects of secondary importance. I do not think I should like to do more as an individual delegate than to say that English, classics, and mathematics are subjects of primary importance, that modern languages and physical science are subjects of secondary importance, and that music and drawing stand separately as subjects of third-rate importance.

597. (*Mr. Acland to Professor Price.*) Do you think if the Commission were to apply to the delegacy there would be any objection to considering the application as to how far we might know the principles on which these lists are made up?—The delegacy has always refused to make known the elaborate system of marks which it has adopted in arranging these division lists. I have no reason to doubt that if an application were made by the Commission to the delegacy they would consider how far they would disclose it to you or not. I can say no more.

598. (*Lord Taunton to Professor Rawlinson.*) I believe you examine in religious instruction?—Yes.

599. In what manner do you conduct that examination?—The statute lays it down in the first place, that all persons shall be examined in that subject, unless their parents or guardians decline it on conscientious grounds; the statute is in Latin; the terms are "*conscientiæ causa;*" therefore the candidate is examined in it, unless his parent or guardian has written to the secretary to decline that part of the examination on his behalf. At the same time, those persons who decline the religious examination as a whole may, if they like, when they go up for examination, answer the questions in the Bible only. Our paper of questions is divided into two parts; one is upon the Bible only, and the other is upon the formularies of the Church of England. They may answer questions on the Bible only, and the answers to those questions will obtain marks, which count at present towards honours. The marks obtained at present do not count towards passing and obtaining a certificate, but they count towards honours, the being in the second or first division. The candidates who do not decline the examination are expected to answer questions in both branches of the subject, and unless they answer some questions and show some degree of knowledge in both branches, they not only do not pass in that subject, but they do not pass the examination at all. A person may be, and you will find in our returns that a certain number of persons have been, refused certificates solely for not passing the religious examination.

600. But if those persons had not been members of the Church of England, or if they had not been Christians, and had declined being examined either in the Bible or in the formularies of the Church of England, they might as I understand it have been examined and received your certificates?—Exactly.

601. Do you find practically that pupils or their parents often object to this examination in religious instruction on either of those two grounds?—Yes, certainly, a considerable number; I could give you the number.

602. I mean as a whole?—Yes, the objection is simply to the whole. You either object to the whole or not; when you have objected to the whole you may do a part, that is, the Bible questions; or you may leave the paper altogether undone.

603. You cannot say "I have no objection to be examined in the Bible, but I decline being examined in the formularies of the Church of England?"—No one has to say that; no one has any opportunity of saying that exactly. He is not asked that question; he is asked "Do "you take the whole examination or no?" If he says "I do not take "it," or rather if the parent or guardian says "My boy does not take

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

" that," then when the paper is put, he may go in at that hour ; he may take the paper, and he may answer questions in the Bible only if he likes ; if his answers are worth anything they will count. You cannot draw the line between those who object to the religious examination altogether, and those who only object to the examination in the formularies, except that afterwards you may look and see how many answered and got marks for their answers. I mean, you may see how many have answered questions in the Bible only, and how many did not answer any questions at all.

604. Are you able to state what per-centage of the boys refuse to be examined in religious subjects ?—I have not made out the per-centage on that subject, but I can give you some of the numbers from which the per-centage could be made out. Taking seniors and juniors separately, (I think I have not got them added together,) in the last year, of 269 seniors who were examined 202 accepted the religious examination ; the remaining 67 did not; but 35 of those 67 answered questions in Scripture only ; that is the seniors of last year. Of the juniors of the same year, out of 758, the number who were examined in the religious examination was 523 ; that left 235 who were not examined ; 183 of those 235 answered questions from Scripture, leaving 52 who did not.

605. Do the pupils generally speaking come to you well instructed in religious subjects ?—Very fairly instructed I think ; of course there are some very ignorant. I have not examined in the subject myself, but taking the reports of the examiners, I should not think there would be any reason to say that the subject recently had been much neglected.

606. You would not say on the whole that that part of education is much neglected in the schools ?—Not at present.

607. Have you observed an improvement in this respect ?—Yes ; our system at first worked ill towards the study of religious subjects : we gave no marks for it at all ; we found a growing neglect. We changed our system ; and from the time that we gave marks there has been a great recovery. I do not think that at present the state of the study is unsatisfactory.

608. (*Lord Lyttelton.*) It now appears sound and substantial ?—I think so, taking the reports of the Examiners.

609. (*Lord Taunton.*) At first did you altogether leave out all examination in religious subjects ?—No.

610. What was your plan ?—It was wholly separate ; there was an examination which practically we did not make it requisite to pass. There has been a doubt as to the proper interpretation of the statute ; but the delegacy at that time did not think that the meaning of the statute was that persons must pass at all or show any knowledge at all on the subject, and they passed persons freely who showed no knowledge at all on the subject, without their parents or guardians having declined it. Also, with regard to those who did well in the subject, no marks were given ; it was not counted in with the other work in any way ; there were no honours in it at all; if you did your work up to a certain point you obtained a pass, and there was an entry on the back of the certificate that you had passed in that subject ; a particular head was devoted to that, so that you could say that you had passed in that subject. When we found that that plan was working ill, our first alteration was to attach an asterisk in the list to the names of those who had passed, which we thought might be a little stimulus. I think we found that that gained us a little ; it did a little good, but very little; we still thought it so unsatisfactory that we made the change to the present system. I think I may say that ; for it was about the same time that we gave marks for the subject, that the new interpretation of the statute was

adopted by the delegacy—the interpretation, I mean, which made the religious knowledge compulsory to a certain amount, a very small amount, but to a certain amount compulsory on all.

611. (*Mr. Acland.*) On all?—Excepting those whose parents and guardians had declined it. Now the marks count in with regard to honours.

612. (*Lord Stanley.*) Have the managers of these examinations made any attempt to indicate the course of education which they would prefer by making public the relative importance which they attach to certain subjects, or have they left every master to find that out for himself?—I think they have left the masters to find it out from the results. They have not published to the world any scheme of marks, or any statement of how marks are apportioned.

613. Not in any form?—Not in any form.

614. Then every master would be left to gather for himself whether the course of instruction which he has given was in harmony with your system or not?—Yes; I think he must gather it for himself. Of course the results of the examinations would to a great extent guide him. The whole results are published—the class that everyone obtains, the number of classes, and the different subjects. That, probably, is a guide to a considerable extent.

615. (*Lord Taunton.*) The delegates never have, I believe, published any general statement of their experience in middle-class education in this country, or any suggestion for its improvement?—No; the delegates address certain instructions to the persons interested with respect to the coming examination, and then they report to the university. At the end of each year a report is made to the university on the results, which report is also published and sold. That is the whole which I think they have made public.

616. I would ask your opinion not merely as a delegate, but from the great attention which you have paid to this subject: Are you able to suggest to this Commission any step which you think they could recommend as expedient and practicable for the improvement of middle-class education and instruction?—That is so very large a question that I should hardly like to answer it off hand. It is a question which I would rather answer on paper.

617. Would you object to favour the Commission in a written form with any views which you may have formed upon the subject of the remedial measures which might be required with a view to improve middle-class education?—Measures the Commission should recommend?

618. Yes; of a practical nature of course, with reference to the duties of the Commission?—It is so large and important a subject that I would much rather have time to think it over and to weigh my answer. I shall be perfectly willing to answer it on paper.

619. (*To Professor Price.*) You have heard the question put to Professor Rawlinson, should you be disposed to favour the Commission with any opinions which you may have formed on the same subject?—I should wish not to do it at once. I shall have no objection to do it on paper at a future time.

620. (*Lord Lyttelton to Professor Rawlinson.*) Are you able to say, from the means of judging that you have had, what are the points most deserving observation in the condition of middle-class education in this country (I mean merely as to points of instruction), in what points it appears in a favourable light and in what points it appears in a weak and defective light?—In the first place, I think, with respect to all the evidence that we can give, the Commission should bear in mind that we have the pick of the middle class; that we can only give you evidence

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

as to the best results of middle-class education; and you must beware of generalising from that as to the lower middle-class education; you must bear in mind that we have the best pupils from the best schools. No one is obliged to send in. It is very rarely I suppose that a parent insists very strongly on having his boys sent in if the schoolmaster does not wish it. In the main our pupils are sent in voluntarily by the schoolmasters, so that they only send in those who they think will do them some credit. Taking that as the case, I certainly think that the general condition of middle-class education must be very bad indeed, if this is the best. I have no hesitation in saying that. In point of fact it seems to me that very rarely indeed, and merely accidentally, should persons not be able to pass our preliminary examination; but even now the failures out of this picked body which we examine are considerable. The per-centage of failures at the last examination was decidedly lower than ever before. Yet the failures in the preliminary examination were even then 20 per cent. Originally, at the first examination, the failures were almost exactly 50 per cent. They have come down gradually,—not with a regular step every year, but in the usual way in which averages do come down, with little fluctuations,—from 50 to 20 per cent.; but still I think 20 per cent. is a great deal too much for these picked boys out of the middle classes; and if 20 per cent. of these break down in such subjects as grammar, arithmetic, spelling, and very simple geography, which are the subjects in which we find them specially break down, what may we think of those who are afraid to come up to our examinations? I gather therefore in the first place that the grounding, the most important elementary work, is in a general way, one may say, ill done. Of course we see by our examinations that, with regard to the class which we examine, the examinations have tended, perhaps with other causes, greatly to improve it, reducing the number of failures from 50 to 20 per cent.; but still 20 per cent. is, I think, a great deal more than there should be; and I have no doubt that, if we had to deal with those persons who do not come up to our examinations, 50 per cent. would be far more the case now than 20 per cent.

621. I think you adverted to the failure in even the elementary and preliminary subjects. Taking the same view with regard to those who pass those subjects and go through the examination, what are the points in which they chiefly fail, or which they show weakness in?—With regard to those who pass the preliminary work I do not think I can say that there is any very special failure in any particular subject, because after that they have very much a choice of subjects—they choose their own subjects. I think that in all the work there has been from the first, and there still remains to a certain extent, the same want of sound elementary grounding. I have myself examined under the scheme; I have not only been a delegate but I have been an examiner in classics. I examined three years, two years in the whole, and one year in a portion of the classical work; and in that it certainly appeared that there was very largely an apparent knowledge and power to do portions of what we consider the higher work—the power, for instance, of making verses, to a certain extent,—when the grammar was thoroughly bad. There was a want of proper grounding in the classics. The boys were carried on to what seemed to be higher subjects without being duly grounded in the lower subjects.

622. (*Lord Stanley.*) An attempt to teach too much in a given time?—Yes, I think so—to carry them on too fast, to make a show; to be able to say "they have done this subject, and that subject;" that "they are in "this and in that," when they had not got the fundamental knowledge which is necessary to make that higher knowledge of any use at all.

623. (*Lord Lyttelton.*) Have you observed any improvement in that respect since the system began?—Yes, certainly. I think that in that respect, as in the preliminary examination, the result has been to produce an improvement. I cannot give you the per-centage in the same way. It is a matter that only an examiner could do from his private knowledge, and I have not been an examiner very recently. I have no doubt from the reports of the Examiners, and from such looking at the papers as I have myself gone through, (and I always look at some of the papers every year) I have no doubt that there is an improvement in that respect. I speak especially with regard to the classics and the English. I have no doubt Professor Price would speak with more knowledge than I have on the details of the mathematical work. He has been Examiner so often that he would have a very complete knowledge on that subject.

624. You have spoken of the religious knowledge as on the whole presenting rather a favourable aspect; is there any other point in the subjects of examination upon which, taking the whole system together from the time of its beginning, you would be inclined to speak well and favourably of the performance?—As far as I know I should say, as to the classical work, which I know most of, a considerable amount of it has been very good.

625. Almost entirely Latin I presume?—And Greek.

626. Some Greek?—A good deal of Greek. What I should remark is that the great goodness of some of the best boys is worth noticing. It certainly surprised me as examiner to see the quantity and quality of what they produced. The work of the best boys was extremely good. It was difficult to keep down one's marks to the maximum allowed, which I have always found a great evidence of good work. I have had a great deal of examining; and I hardly know any place where I have found my marks run beyond the maximum except with some of the best boys of this examination. They produced such an enormous quantity in the time, those who were well trained.

627. With regard to questions requiring good logical powers of thought, and also correct expression in English, what should you say on that point of the performance?—As far as actual English subjects go I should hardly like to say anything definitely; I simply look at a few papers casually; but taking translation, which I think one of the best evidences of good English writing, I should again say that the translation of the best boys was very good for boys of that age, and often indicates excellent training.

628. (*To Professor Price*). Will you be good enough to say whether you agree with Professor Rawlinson, and to add anything of your own, especially with regard to mathematics, a subject with which you are particularly conversant?—The arithmetic done by the junior boys for the most part has been exceedingly good. As touching the subject Lord Stanley has raised, I may say, if I give a hundred marks on a paper I have made eighty marks to pass; that is, any boy getting less than eight-tenths would be plucked for that subject. Many boys, a per-centage of 25 per cent. perhaps, would get the *full* number of marks for that paper. The arithmetic of the juniors to which I refer is good to that extent. That for the seniors has generally gone further into the subject. It has included decimals and the higher parts of arithmetic; and it has not been so good; but still every boy who has passed in it has obtained more than 50 per cent. of the marks. As to the higher mathematics only a few boys offer themselves. The work has been of little value indeed for the most part; but some boys, and especially boys from the north of England, have shown wonderful ability; they have

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

evidently been extremely well taught and have answered remarkably well. I think that one of the great advantages of this examination has arisen from the fact, that many boys have had their ability and tact in a particular subject shown by means of these examinations. They have some of them come to the University since ; and other cases I can mention where they have gone abroad, taking positions and incomes very far above what they would be entitled to from their previous social rank. That has been the case where genius has been shown in a particular line, and, as I said, it is chiefly boys in the north of England who have shown great mathematical ability. One year I examined in natural philosophy; that is, in electricity, magnetism, mechanics, and hydrostatics. The information shown by the boys as to the description of instruments was tolerably good; but when we asked for explanations of laws, which expressed physical facts, with precision and exactness, the boys for the most part completely failed. They seemed not to have gone through that mental training and discipline which enables them to appreciate, say, the laws indicated by Attwood's machine—the laws of falling bodies. They could explain an electrical machine, till you came to ask them what the *rationale* was, and then they completely failed. I think that has been the character of the examination in natural philosophy. The defect seems to be that they were not used to handling the instruments. There are no collections; and it is one of the greatest defects in teaching natural philosophy in these middle-class schools. You cannot teach it by book ; you cannot teach it efficiently by the eye, and by merely seeing experiments. They must handle and use the instruments. The boys could not tell the way in which the barometer was used; in which the vernier is used, and they could not tell the laws of falling bodies. They could not tell you the principle. They would explain a pump, but they could not tell you what the weight of the atmosphere was, and they could not tell you why mercury rose to 30 inches more or less, or why water rose to 33 feet more or less.

629. Do you agree generally in the observations of Professor Rawlinson ?—I think there is an improvement in the mathematics since the time we began. We have been able to raise the standard, I think ; more boys have taken up mathematics; and I think, if you refer to our returns, you will find the majority of candidates taking mathematics now. It appears to me to be a subject which ought to be encouraged, and one that these examinations have very much encouraged. In arithmetic the improvement has been great. May I be allowed to make a statement in reply to Lord Stanley's question a short time ago as to what the system of marks was ? Because I should be sorry that any false impression should prevail amongst the Commissioners. The way in which the system of marks has been conducted by myself under the direction of the delegates has been, that a certain number of marks, say 100 marks, go to a paper. The examiner makes his return on a certain number of marks ; then the delegates have coefficients of weight. These coefficients of weight have never been disclosed, and I suppose that is the point of Lord Stanley's question; what are the coefficients of weight ? If I put it less technically than that, I should say, if we give 100 marks for spelling, in making out the division lists we diminish that by one-half, taking 50, or by one fourth, taking 25 for that, the examiner making his return upon the uniform scale of 100 to a paper. Then if we came to a high mathematical paper, a conic sections paper, extremely well done; if we gave 100 marks to that we should multiply that by two, two and a half, or three, as the case might be. That is the principle on which it is done; but the actual numerical

coefficient which we use, the multiplier or divider, as far as I know, has never been disclosed; and there are reasons why it is undesirable to disclose it.

630. (*Lord Stanley.*) My question went to this; considering that by these examinations you do, to a certain extent, take upon you to regulate the course of instruction carried on in the schools which you examine, would it not in your opinion be fairer to the masters of the school that they should have the means of knowing precisely the relative value which you set upon different subjects ?—We have never disclosed the number of marks which we give to any particular thing in the same way as is done by the Civil Service examiners for India and for other purposes; that we have never done.

631. (*Mr. Acland.*) Will you make it evident to the Commissioners whether this application of coefficients is in any degree capricious or altered ?—It has not been uniform quite from the first, but almost so. We have found reason to diminish the coefficient of the mathematical marks because higher mathematics were done by some of the boys, and especially boys from the north of England who did remarkably well, which brought the numbers up to such a very high range that it threw all the other subjects into the background. In reference to what Professor Rawlinson says ; say upon a mathematical paper, I had allowed only 100 marks; I have found one or two of those boys (and I am specially thinking of one Huddersfield boy) who got upon that paper 150 marks ; that is, he did the whole paper through in a first-rate style. If I reduced that boy's marks to 100, the effect of that would be to reduce the boy who got 60 marks down to 40, therefore I mentioned that exceptional case to the delegates, and said, "Do you wish me to reduce the marks ?" and they said "No." That boy has gone to Australia, trying to get a sufficient income there to enable him to come to Oxford or Cambridge. He is the son of a dissenting minister in the north of England.

632. (*Lord Lyttelton to Professor Rawlinson.*) Is the quality of the handwriting taken into account ?—It is taken into the account. It does not seem to be a plucking subject. A good handwriting is taken into account ; certain marks are given for it.

633. Have you observed any improvement in the handwriting of the boys ?—I cannot say that I have ; I have not observed it in merely looking over the papers generally.

634. With regard to the system generally, can you mention any obstructions that appear to exist to its greater prevalence throughout the country, which might be removed ?—No. It is difficult to know how to remove them. I think the obstructions are the inefficiency of a certain number of schoolmasters, and the carelessness or the wrong views of education held by the parents ; but how they are to be removed, except by an increase of general enlightenment, I do not know.

635. Do you think that the system is sufficiently known and advertised throughout the country ?—I should have thought it was. I should think it was pretty well universally known.

636. (*Sir Stafford Northcote.*) Do you think it likely, supposing the expenses could be reduced and every facility given which the system at present admits of, that it will extend itself so as to cover the whole field or a very large proportion of the field which it is desirable it should cover ?—I think it will certainly tend to extend itself. I think it does. The statistics are sufficient to show that the system has a tendency to extend itself gradually. I should myself have a good hope that it would cover as much of the ground as it can properly cover. Still, I think it must be borne in mind that it is not a scheme ever intended to cover

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

the whole ground. We should find it unwieldy if it got beyond something like 3,000. That I remember was the idea of one of the chief original advocates of the measure, the present Bishop of Peterborough, who said that he thought it would come to about that, to examine 3,000 boys. That was all he looked to, and he thought that if it went beyond that it would become unwieldy, and that we were not a large enough university to find persons to perform the work, so that we should find ourselves in a difficulty. It is not altogether so very easy now to find the persons to perform the work.

637. (*To Professor Price.*) What is your opinion on the same question?—With regard to that, what I would state is, that we find schools, who send boys at one time, not sending them afterwards, and I believe the examinations act in the way of discouragement as well as encouragement. I think if a schoolmaster sends a number of boys and the boys do not succeed he does not send many boys next time. I think if you compare the list of schools at periods three years apart you will find that the third year it is a very different list to what it was three years before. There are some remarkable exceptions to that. There are one or two schools where the boys are sent every year, and it does not appear that the numbers fall off whether the boys succeed or not. The point, as far as we are concerned, which we press is the usefulness, the expediency, and the necessity of their sending boys every year, whether they succeed or not.

638. Are you of the same opinion as Professor Rawlinson as to the capacity of the university to carry the scheme beyond a certain point?—No, I am not. I think we have scarcely a limit to it. I think we can get almost any amount of examining power.

639. (*To Professor Rawlinson.*) With regard to those boys whom you have examined who are the best classical scholars, how should you say that they stand in comparison with the boys from the great public schools; do you think that they reach the same level as the best boys from the public schools?—I think not in all subjects. I think that in some subjects they will be level with them. In the mere hard grammar of the language they would be level with them, but not in higher criticism and not in composition, especially not in verses. I do not know that I found any boys that I examined in classics at all equal to the first-rate boys in public schools; that is, the sort of boys who come up from public schools and get scholarships at Oxford. Such boys may be extremely good scholars, as we know. What I remarked particularly was the very great accuracy of some of the boys. They would write 15 pages with scarcely a mistake, with not one grammatical mistake; and very few boys, even those from public schools, do not have a few slips.

640. Do you mean in Latin composition?—I mean to include everything. There are a great many grammar questions. In point of fact, I find in my examinations that very good boys indeed make mistakes in genitive cases, genders, and so on, when they are simply asked to "give the gender and the genitive case;" and I was astonished at the accuracy of the middle-class boys in that sort of hard grammar, when the same boy would write grammatical but very bald Latin prose, and his verses would be what I should call worthless.

641. With regard to their attainments in English or the other subjects to which you attach importance, do you think that they are as good or better than the boys in public schools generally?—As far as I know I should think not better and scarcely as good, but with no very marked difference. I have not examined in English.

642. (*To Professor Price.*) I would ask you the same question as to mathematics, what would you say as to the comparative proficiency of

the best boys who come from these middle-class schools ?—The best educated boys know more mathematics than boys in the public schools of England. They know more and know it in a much better form.

643. Do you confine that to the north country schools ?—No; I have traced it in the south, but not so much as in the north country schools. It is in Liverpool, Manchester, Huddersfield, Leeds, and schools in that part where my attention has been called to it. I may possibly have overlooked cases in the schools in the south.

644. With regard to physical science, in which you find that the boys are deficient, do you suppose that they are as well instructed as the boys in public schools generally would be ?—I have no experience in the physical science knowledge of boys in public schools.

645. (*Dean of Chichester.*) Are the schools which refuse to send boys generally schools in the neighbourhood ?—That I cannot say.

646. (*To Professor Rawlinson.*) You state that the best boys come from the grammar schools, are they the exceptions generally to your objection as to the want of grounding ?—Yes, I think so.

647. Do the grammar school masters in the large towns generally send their boys for examination ?—They vary in that respect. Some do not now who did at first. For instance, from Birmingham School the late master sent his boys, but I think he brought it to an end; there have been none recently. That was one of the best schools.

648. (*Mr. Baines*). May I ask if your examination in regard to Scripture is confined purely to Scripture history, or does it include the great doctrines of Scripture ?—I cannot answer that absolutely, with certain knowledge. I have a general impression, which perhaps Professor Price will be able either to share or to correct, that recently, since the candidates were in a certain way invited to answer questions from Scripture only, the Scriptural part of the paper has been confined to Scripture history, but we have not formally laid it so down in our statute. We have said "in Holy Scripture only," for the one and for the other "in the rudiments of faith and religion," so that we have not made that separation in any formal way; but I believe that recently in setting the biblical part of the papers the examiners have rather avoided doctrinal questions.

649. (*To Professor Price.*) Do you agree with that ?—Yes, generally ; I do not think any difference has been made in the character of the biblical questions from the first. Certainly they have not been confined to history; but they have not comprised much doctrine.

650. (*To Professor Rawlinson.*) You have stated that there are two religious examinations, two branches, one of the formularies of the Church and the other biblical. May I ask whether the marks gained in the examination as to the formularies of the Church are added up in the aggregate of marks gained by candidates in such a manner that candidates examined in that branch would be likely to stand higher in rank upon the whole result of the entire examination than those who were not examined in that branch ?—They are added into the aggregate. I do not remember exactly how that is now. They are treated exactly as the marks on the biblical subject. I am not quite sure whether we have carried out a plan, or whether we are only going to carry out a plan which was suggested of having two lists, one in which they were added and one in which they were not.

(*Professor Price.*) Perhaps I may explain that a boy who did not offer himself to be examined in the formularies of the Church of England would be examined in Holy Scripture only. Of course he has got only that part of the paper to gain his marks off, while the other boy has got both parts of the paper. The probability, therefore, is in favour of the

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

Church of England boy, as having a larger area over which his examination takes place. It is possible, notwithstanding a boy brings up Scripture only, that he may upon that paper get as many marks as the other.

651. (*Mr. Acland.*) And may fill up the whole of his time ?—Yes.

652. (*Mr. Baines.*) The natural tendency of the principle on which you act is to place boys connected with the Church of England higher in the general result of the examination than boys who are not connected with the Church of England, is it not ?—*I* should not draw that inference. The fact is as I have stated it. Will you allow me to explain with reference to that which Professor Rawlinson stated, that a change was introduced last year or the year before. The boys as they stand in the first division stand according to the aggregate of their marks, the divinity marks being included in that aggregate, but there are small numbers placed after their names to indicate the positions in which they would stand if these divinity marks had not been included.

(*Professor Rawlinson.*) That was what I meant, that there was an arrangement by which it could be seen how they stood without the divinity marks.

(*Professor Price.*) I call attention to that because some displacements have taken place by reason of it.

(*Professor Rawlinson.*) In the English of last year the order of merit of 1, 2, 3, and 4 is the same. They have the numbers 1, 2, 3, and 4 after them showing that they would have been in exactly the same order if the divinity marks had not been counted. The next who stands fifth would have been seventh. That is the sort of way in which it slightly affects them.

653. (*To Professor Rawlinson.*) Have you many candidates from mechanics' institutions in various parts of the country. You allow them do you not ?—Yes.

(*Professor Price.*) We limit nothing but age.

654. (*Mr. Baines to Professor Price.*) What is your highest limit of age ?—15½ for junior candidates, and 18 for senior candidates.

(*Professor Rawlinson.*) I see here on the first page two from the Mechanics' Institution, Manchester, and I know that I have not unfrequently observed persons from mechanics' institutions. They would form no very large per-centage.

655. (*Lord Lyttelton to Professor Rawlinson.*) You mean classes connected with Mechanics' Institutions ?—Yes.

656. (*Mr. Baines to Professor Price.*) May I ask whether your examinations have been kindly and well received in those centres which you have mentioned, such as Liverpool, Manchester, Leeds, and Birmingham ; are there local committees formed, and do they co-operate with you kindly and well ?—Very much so.

657. Have you any suggestion to offer for improving their organization, to make more efficient local educational boards ?—It is a new subject to me and I cannot speak upon it.

658. You do not personally visit these places ?—Some one does. One examiner superintends at every place.

659. (*Mr. Acland to Professor Rawlinson.*) Have you been able from the examinations to form any decided opinion as to the capability of English literature forming a branch of education ?—No ; I have never examined in English literature myself, so that I should not be able to give any evidence on that point.

660. There have been examinations in English literature for seven years. You have no reason to think that they worked ill ?—No, I have no reason to think that they worked ill.

661. (*Lord Taunton.*) Do you think that there is no material difference between your system and that of the University of Cambridge with regard to the relative importance which you attach to the subjects, or in any other respect ?—There have always been certain differences with respect to the religious examination.

662. (*Lord Lyttelton.*) We should be glad to know exactly what the difference is ?—I am not sure whether I can tell you all the differences exactly. One difference is that at Cambridge the parent or guardian is not obliged to decline *conscientiæ causa*. That is a point of difference.

663. (*Mr. Acland.*) I think at Cambridge they never pluck absolutely for religion alone ?—I believe not practically ; I have been told not.

664. I think you stated just now that at Oxford failure in a religious subject might pluck a boy who was excellent on other subjects ?—Yes.

665. Is that the case now ?—Yes, it remains the same.

666. (*Lord Taunton.*) That would only apply to a Church of England boy ?—Yes, to a boy whose parent or guardian had not declined the examination.

667. (*Mr. Acland.*) Does not that place the Church of England boy under the disadvantage of being liable to be plucked when another is not ?—Decidedly.

668. You think to that extent it tends to discourage the study of the Bible ?—I think it would tend in that direction ; I think it would tend to make persons stretch their conscience and not allow the boy to go in.

669. Is it not the fact that the delegacy have been very nearly unanimous on that subject ; that there has been a general concurrence in the delegacy ?—A large majority certainly.

670. In favour of giving encouragement rather than acting by plucking? —I think I may say a large majority of the delegacy has been one way and a majority of the university has been the other way.

671. (*Lord Lyttelton.*) Is there any other difference that you are aware of between the Oxford and Cambridge systems ?—I was going to say that at Cambridge there are put forward more formally two religious examinations. The candidate may either take in an examination very much like ours, or he may take in the biblical part and some "evidences" instead of the doctrinal part. He is given his choice between those two kinds of examination. They are put forward as it were parallel, "choose this or choose that." We put forward one examination, and we allow another to slip in by a sort of side wind.

672. (*Mr. Baines.*) Does your biblical examination include evidences of Scripture ?—No, it is on the Bible only.

673. (*Rev. A. W. Thorold.*) How far do you find the rudiments of Latin grammar carefully and accurately taught in the schools from which pupils have been sent ?—I think they have been very carefully taught to a very considerable number of the pupils—I cannot put it in the way of a per-centage—but taught with great care to the upper pupils. I think I have found an improvement in that respect ; but still I think I found originally a great deficiency on the part of a considerable number, and that deficiency still remains to a certain extent.

674. Does that deficiency exist to a greater extent in private schools than in proprietary and endowed or grammar schools ?—I think so. I think decidedly it exists to the greatest extent in the private schools.

675. Do you think it possible to teach English grammar properly without a previous grounding in Latin ?—I think it possible ; I think it much easier to teach it in combination with Latin.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

676. Should you be prepared to advise that the rudiments of Latin should be taught in all middle-class schools, commercial as well as grammar schools, with that object?—That is a question I hardly like to answer off-hand; I think it is a matter well worth consideration, but I should hardly at present feel prepared to advise.

677. Is either modern or ancient history included in the subjects of local middle-class examinations?—English history is a subject to a certain extent of the preliminary examination necessary for all, and some more English history comes in under the English section for the more advanced students. Under the optional subjects, Ancient history, has been introduced to a certain extent. There are some questions on Ancient history given in the advanced paper of the classics. That is I think the present state of our system with regard to history.

678. (*Lord Lyttelton.*) Are these historical subjects often taken?—When I examined in classics I think the answers to the historical questions were very poor and worth very little.

679. But were they often taken by the candidates?—They were often taken, and they were taken occasionally by candidates who did little else, and perhaps they were worse in that case than in the others.

680. (*Rev. A. W. Thorold.*) Are you prepared to recommend the teaching of English history generally in middle-class schools?—There again I feel that these recommendations are very serious matters; my impression at present would be that it ought to be taught. I think I should not require so much consideration on that as on the other head, which was referred to. On the other head I have a sort of inclination one way, and yet it seems so very revolutionary a proceeding that one hardly knows what to say upon it. With respect to English history I think I may say that it would seem to me to be a subject which middle-class schools should certainly teach.

681. Without reference to the question of doctrinal knowledge, can you state generally from the papers sent in if the Bible seems to be intelligently taught in the schools from which pupils are sent to you?—I have not examined on religious subjects myself, and therefore I can only speak from the reports of the examiners. The examiners have reported occasionally that there has been a knowledge shown upon that subject particularly which was not intelligent. They have certainly said so, but I think only with respect to a minority. I think that their general reports as to the satisfactory state of the religious instruction imply that the teaching has for the most part been intelligent, although it was sometimes not intelligent.

682. (*To Professor Price.*) What is your impression of the soundness and carefulness of the methods of teaching generally in the schools from which candidates are sent?—The subjects appear to me to be taught more in reference to acquiring information than for mental training.

683. Is there any method adopted by the University of Oxford, as at Cambridge, of sending examiners to inspect schools on the spot?—No.

684. Should you prefer that system, if it could be conveniently carried out, to the present system of local examinations?—The two might go concurrently together, but I should not prefer it to this. A capital defect of the present system is that we test only the best boys of the best schools, and those specially prepared for it.

685. (*Lord Taunton.*) Is there any intention that you are aware of on the part of the University of Oxford to follow the example of Cambridge, and establish a system of inspection for those schools desirous of availing themselves of it?—Not that I am aware of.

686. In your opinion would it be desirable that some such step should be taken by the University of Oxford?—I cannot tell what machinery

might be necessary, or how far we could do it at the school. It appears to me desirable so that we might ascertain the real state of the school which we do not ascertain now.

687. Is there any reason why the same thing which is now done at Cambridge should not be done at Oxford ?—No I think not.

688. (*To Professor Rawlinson.*) Do you think it would be desirable that Oxford should take some such step with a view to the improvement of schools ?—I think it would be desirable that the schools should be inspected, as many of them as can be brought under inspection ; but Oxford has only moved in this matter on application. So far as I am aware no application has been made by any persons to inspect their schools.

689. Has Oxford ever expressed any readiness to comply with such applications in case they were made ?—I think it would be premature of the University to express their readiness until something like an application had been made. We have had no application on the subject.

690. Do you know at all what course Cambridge has taken upon that subject ?—I do not ; I imagine they have had applications. I am not aware what the Cambridge system is. The only way in which it appears to me Oxford could move, would not I think be desirable. They could say, " We will not admit to the middle-class examination any boys " belonging to schools which do not allow us to inspect them ;" but that I think would not be desirable.

691. (*Lord Taunton.*) We understood from witnesses connected with the University of Cambridge that they had not at all taken such a step as that, but merely that they had professed their readiness to send examiners to examine schools, that desired such an examination ; and a certain number of schools already had invited the examination. Do you think the system a good one, and that it would be desirable that Oxford also should render assistance in promoting the inspection of schools in that manner ?—I think it would be desirable that Oxford should take some part in it.

692. (*Rev. A. W. Thorold to Professor Price.*) Do you think it desirable that the teaching of physical science should be attempted generally in middle-class schools ?—Yes, I do.

693. Will you state on what grounds ?—Not to supersede the more important parts of education, but I think that habits of observation should be trained, and I think this only can be done when physical science is well taught. I do not mean taught by books, but taught by collections and by specimens being handled and instruments being used.

694. (*Lord Lyttelton.*) You would have the sciences both of observation and of experiment ?—Yes ; I may mention that chemical analysis appears to me one of the most searching ways under a special form in which the power of resolving any complex phenomenon into its simplest elements can be brought before the mind ; I attribute great importance to it.

695. You would teach the elements of those sciences ?—Yes.

696. You would not carry them any further ?—Of course one could not go generally further than the elements of them.

697. (*Rev. A. W. Thorold.*) Is there any improvement that you can suggest with respect to the conduct of religious examination in these local examinations : of course it is open to you to answer the question or not ?—As I have opinions on that subject which are not shared by the majority, perhaps it is scarcely worth while to express them.

698. They might be valuable to us.—There is one thing which appears to me to be unfair in our system as it now is. If a boy offers himself for examination in certain specified parts of the Prayer Book as

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

well as in Holy Scripture, and satisfies the examiner in both these subjects, the fact is notified on the face of his certificate; but if he is examined in Holy Scripture only, his parents or guardians having declined the Prayer Book examination "*conscientiæ causa*," as the statute is worded, and satisfies the examiner in that subject, of that fact he has hitherto received no notice, however good his examination may have been. Thus a divinity certificate is awarded to a Church of England boy, but none is given to a boy on whose behalf the Prayer Book is declined, even though he may have obtained in the paper of questions in Holy Scripture as many marks as the other boy has obtained in both subjects. However accurate and extensive his knowledge of Holy Scripture may be, an objection is felt by many persons, and by the majority who rule, to the fact being indicated on the certificate, either on the front or back of it. This appears to me unfair towards the boy who declines the Prayer Book. Now in the scheme which is to be carried out next year, when we assimilate our plan to the Cambridge scheme, divinity will be one of the subjects in which a boy may pass; consequently it becomes one of his pass subjects just in the same way as mathematics, French or German, or anything else, and therefore it will be marked on the back of his certificate as one of the things in which he passes. Pre-eminence, however, will still be given to the Church of England boy; and that appears to me to be unfairly treating the boy whom we invite to come, who gets up his knowledge accurately and well; we treat him unfairly in not giving him a certificate to that effect in the same way that we do to a Church of England boy. I hope I have made my meaning clear as to what the state of the case is.

699. (*Dr. Storrar.*) Can you say what is the total number of candidates who presented themselves in 1864 for these examinations?—The total number in 1864 was 1,027.

700. That is the entire number who presented themselves?—Yes.

701. That is to say the number of candidates, the upper and lower class inclusive?—The number of candidates who presented themselves, seniors and juniors inclusive.

702. How many of those were rejected?—The number accepted was 818 and 209 were rejected.

703. What number of candidates went in for the junior examination?—758.

704. How many of those were rejected?—149.

705. How many went in for the senior examination?—269.

706. How many were rejected?—60.

707. Is the examination in the junior department entirely in English or does it include any Latin?—Latin is an optional not a necessary subject. In both the senior and junior departments Latin is optional.

708. Do you know what per-centage of the boys who pass in the senior department take Latin?—I do not know.

(*Professor Price.*) Last year 165 out of 269.

(*Professor Rawlinson.*) That is in the senior department.

709. (*To Professor Price.*) Are they generally successful?—50 per cent. were plucked.

710. Do any take Greek?—58 took Greek.

711. And how many of them passed?—Just 50 per cent.

712. Are they more successful or less successful in modern languages?—In French there were 202 out of which 99 passed.

(*Professor Rawlinson.*) In German 12 out of 26 passed.

713. (*To Professor Rawlinson*). With regard to the English examination is it simply an examination in English grammar or is it an examination in English in the sense in which we see English treated in such

grammars as Mason's and Angus' Handbook which go more into the structure of words and into the origin and development of the language than used to be the case in the past generation ?—The grammar is in the preliminary examination ; I do not think they have any of that grammar in the other. I think the Commission should understand in the first place that the English examination is two-fold. There is a necessary English examination one of the elements of which is grammar. There is an optional English examination which is rather upon literature, certain subjects that are set ; and I think political economy and physical geography go with the English. The question as to grammar can only refer to the preliminary examination, although there may be questions bearing upon grammar in the Shakespeare or the Bacon that is given the candidate, yet that is a mere accident ; and occasionally the questions will be rather upon the allusions and explanation of passages and of difficulties ; but with regard to the English grammar of the preliminary examination, as far as I understand the question, I think I might say that for the juniors it would be the very simple bare English grammar ; and that for the seniors some of that more advanced matter would be included. I find one question in the last senior paper on English grammar, "Give the Saxon words in common use which most clearly answer to the following—'extend' 'expand' 'penetrate' 'pervade,'" &c. These are Latin terms for which they are asked the corresponding Anglo-Saxon terms.

714. You stated that you got the best pupils from the middle-class schools, and consequently you inferred that those which you did not get must be worse in quality of attainments than those you did get. In that case I suppose you must have left out the matriculation examination of the University of London ?—I should have thought there was nothing to prevent a person from going in for our examinations and also going to the University of London.

715. I suppose you would consider it very probable that men who went up from the middle-class schools to the matriculation examination of the University of London did not come to the middle-class examination of the University of Oxford ?—It did not occur to me as an objection. It may be the case that some would not. There evidently could be no reason why they should not do both.

716. (*To Professor Price.*) Is chemistry a subject as part of the physical science examination at present ?—Yes.

717. What degree of proficiency do you get in chemistry ?—I have never examined in chemistry.

718. It has been said in a former part of your examination that masters who have failed to pass boys one year have been indisposed to bring their boys forward in a future year ; do you not think that there is a view to be taken the other way, that it suits the interests of masters of schools to be able to publish that in certain years they did pass so many of their scholars through these examinations Is it not a useful advertisement to them ?—I should not wish to say they are indisposed to do it. As a matter of fact we find they do not. That is an inference I have myself drawn ; I have no doubt that as regards those who consecutively send continuously, the reason is that they do use it as a means of publishing their schools.

719. (*To Professor Rawlinson.*) With regard to the religious examination I find that there is a fair number of objections presented by parents to their children passing the religious examination ; from what class of persons do these objections for the most part proceed ?—I have no means of knowing.

Rev. B. Price, M.A., Rev. G. Rawlinson, M.A.

8th Mar. 1865.

(*Professor Price.*) We can infer from names of schools as well as from names of persons that some are Jews; but that is all I can say.

(*Professor Rawlinson.*) They are not asked their religious profession at all.

720. (*Lord Taunton to Professor Rawlinson*). Has the question of the education of girls come in any way before you as delegates?—There has been a meeting on the subject. I was not present at it.

(*Professor Price.*) A meeting was held and a resolution was passed, in which the question was remitted to the Hebdomadal Council to this effect, that the question well deserves the serious attention of the Council.

721. (*Lord Taunton to Professor Rawlinson.*) Do the two universities act in concert in any manner, or is there any consultation between them as to the conduct of these middle-class examinations?—There have been I think two formal consultations. They have not resulted in any combined scheme. They did result to a certain extent in changes towards assimilation; certain changes were made on both sides tending to assimilate the two systems. The main point I believe, so far as Oxford was concerned, was that Oxford thought (I think I may say the delegates generally thought) that unless Cambridge would assimilate in respect to the distinction of A.A., assimilation was hardly desirable. I do not mean complete assimilation; the object of the delegates was to endeavour to produce something like combined action on the part of the two universities without a complete assimilation of the schemes; that was not thought of. Certain propositions were made; certain points Oxford was to change and certain points Cambridge was to change; the delegates of course could not bind Cambridge, but they said Cambridge would probably change. The most important point in the mind of the Oxford delegates was, that Cambridge should give the distinction of A.A. The delegates who came to us thought that that would be done; but the university decided the other way, and that brought the arrangement to an end. It brought the idea of a combined scheme to an end, when Cambridge declined to assimilate herself to the Oxford scheme in that matter; for I think I may say, that the majority of the Oxford delegates did not think that a combined working could well be arranged. Both universities did make certain alterations in order to assimilate the two schemes; but they failed to establish the concert which was desired and aimed at. That I believe is how the matter at present stands,—there is no conflict, but there are two separate and independent schemes.

722. With regard to the places where you hold your examinations, and the districts where you go, and so forth, is there no arrangement between the two universities of a formal or informal kind?—No, not at all; each university is open to go where it pleases. Some places like to have one examination a year from Oxford and one from Cambridge.

723. (*Lord Lyttelton.*) It is settled by the people in the several districts?—Exactly; certain propositions were made of dividing the country, or of taking different centres. There were two sorts of propositions; one was that there should be what are called *foci*, one for Oxford and one for Cambridge, to each district. Another idea was of dividing England into north and south or east and west. There did not seem to be any great advantage in that. There are places which like to have an Oxford examination; a neighbouring town may like to have a Cambridge one. Some places like to have one of each in the same year.

724. As at Birmingham, I think they have Cambridge in the winter and Oxford in the summer?—Speaking generally, I think it is better it should be as it is.

725. (*To Professor Price.*) Are you of the same opinion on this point?—Quite so. There is one point I wish to allude to. Some questions were asked just now as to what the points of difference were between Cambridge and Oxford. There is one point very much insisted upon by some influential persons of our board, and which is insisted upon still. It was a subject of difference between the two universities at that time, and to a certain extent remains so still. *We* have given our primary division lists in particular classes. There has been one primary division list in English, another in languages, another in mathematics, another in physics, and these have been brought altogether at last into one aggregate list. Cambridge, on the other hand, gave its aggregate list first, and appends lists—sectional lists—of those who pass with credit in the several sections. It appeared to the majority of us that education in one particular line, that line being carried out effectually and to a better result, was more beneficial as a means of training than a number of things amalgamated in a lump, and therefore we insist upon retaining our separate division lists, whereas Cambridge would have us give prominence to one general list instead. We consented to have a general list after our special lists, and that is the state in which the matter now is.

726. (*Lord Taunton to Professor Rawlinson.*) In the event of its being thought desirable to constitute some central body for the purpose of conducting our examination of pupils and inspection of schools, do you think there would be any disposition on the part of Oxford to combine with the University of Cambridge, with the London University, and it may be with other bodies, to institute some common authority from which these functions might emanate?—That is one of those large questions which one does not like to give an off-hand opinion upon. It would be so very important a matter.

727. I would ask your general impression?—My mere off-hand impression on such an important point as that is worth very little. Perhaps my off-hand impression would be that I should rather doubt the advantage of the centralization. I should rather think that a certain amount of rivalry, if you like to call it so, might produce better results than concentration.

728. Your first impression is that it would not be desirable to effect any such combination?—Yes.

729. Do you also think that it would be difficult to get the old universities, particularly the University of Oxford, to join in any such combination if it was thought desirable?—I do think it would be difficult.

730. (*Mr. Acland to Professor Price.*) Was there not some difference rather, if one may infer the object of the two examinations, between the two universities as to the scope of the examinations; I mean that the one dealt with education as preparatory to the university and the other rather as a completed commercial education?—That was mentioned and put forward at the time as one of the grounds of our adopting the separate division lists. The class of boys whom we professed to examine were boys who would go into business, into trades, immediately afterwards, so that their education so far would be complete, and the Cambridge system seemed rather to lead up to the idea that the boys would be prepared for a university examination.

Adjourned to Tuesday next, at one o'clock.

Tuesday, 14th March 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

W. B. CARPENTER, ESQ., M.D., F.R.S., F.G.S., F.L.S., called in and examined.

731. (*Lord Taunton.*) Will you have the goodness to inform us what is your connexion with the University of London?—I have been Registrar of the University of London for nearly nine years.

732. What are the nature of the functions which you discharge in relation to that society?—The Registrar is the general executive officer of the University. He has, under the direction of the senate, to regulate every arrangement made for the examinations, to take the chair at the meetings of the examiners, and to conduct the whole correspondence of the University.

733. You have therefore been conversant with these examinations for nine years?—Yes.

734. What is the nature of the Matriculation examination?—It is an examination which is intended by the senate to test the possession by the candidate of that amount of general education which a candidate of the age of 16 may reasonably be expected to have acquired in a well-conducted school; such an education as should offer a satisfactory basis for higher study in the various departments in which degrees are given by the University—degrees in Arts, in Medicine, in Science, and in Law.

735. What are the subjects embraced in that examination?—The subjects as you will see by the regulations are, in the first place, Classics, both Latin and Greek, with the grammar of those languages, and some amount of history; then, a modern language, either French or German; English, the grammatical structure of the language, and the power of writing correctly from dictation; a moderate knowledge of English history and modern geography. Then, in addition, Mathematics, including the first four books of Euclid, arithmetic up to fractions, and algebra up to simple equations; and an elementary knowledge such as might be acquired by attending a good class of experimental lectures on Natural Philosophy and Inorganic Chemistry, as far as the non-metallic bodies are concerned. Those are the general subjects of examination.

736. Is it necessary for a candidate to be acquainted in some degree with all these subjects, or is any option given to choose one?—There is only an option between French and German, otherwise the candidate is required to pass to the satisfaction of the examiners in all these subjects.

737. (*Lord Lyttelton.*) The subjects are divided into six classes, are they not?—Yes; that is for mere convenience.

738. (*Lord Taunton.*) Can you state the number of candidates that have applied to you during all these years?—We had last year 513 altogether at the January and July examinations. In the previous year

we had 485; the year before that we had 458. There is a constant tendency to increase. For example, in the examination of last January we had, I think, 30 more than we had last year.

739. Can you state to the Commission what proportion of those candidates passed?—Generally speaking, about two-thirds. The average number of rejections is about one-third, sometimes a little more.

740. Has there been any alteration in this respect?—No. In one examination it will sometimes happen (whether from the examination being a little more severe, or the papers a little more difficult, or whether the set of candidates who come up are not so well prepared, I cannot say) that the number of rejections has been as high as 40 per cent. Generally speaking it keeps pretty close to about one-third.

741. What is the general estimate you have been led to form of the state of information in which the boys come up?—There is a great variety among them. Some come up extremely well prepared in all the subjects, with an accurate knowledge, well digested in their own minds, and passing with a very creditable number of marks in all the subjects. In the last two examinations, instead of giving honours for special subjects, as was previously the case, viz., an exhibition in classics, and an exhibition in mathematics, and prizes in some other subjects, the University has awarded its honours to those who have obtained the highest aggregate of marks; and I have observed that those who obtained the highest marks do well in all subjects. There were, I think, about 35 in the last examination who obtained honours, and all those had a creditable number of marks in every subject. It was not that they were specially superior in one subject or another; for the most part they obtained a creditable number of marks in all.

742. In what form are those honours given by the University of London?—There is an exhibition of 30*l.* a year for two years to the candidate who stands highest. Then 20*l.* for two years to the second candidate, 15*l.* to the third, and a prize of 10*l.* and two 5*l.* prizes to the fourth, fifth, and sixth. All those who are above a certain number of marks appear in the honours list.

743. I presume that these candidates come from schools of every description?—I have had a table prepared of the sources of the candidates.

The same is handed in as follows:—

STATISTICS OF MATRICULATION.

(Based on the Lists of the last Six Examinations.)

TABLE I.

Showing the SOURCES whence STUDENTS proceed to matriculate, the NUMBER from each Source, and the CLASSIFICATION of the SUCCESSFUL CANDIDATES.

	No. of Candidates.	Passed.	No. in* 1st Division.	No. in 2nd Division.	No. in† 3rd Division.	Rejected.‡
Colleges - - -	454	306	196	92	18	148
Private study and tuition	418	246	147	88	11	172
Grammar schools - -	218	139	88	43	8	79
Private schools - -	210	134	78	49	7	76
Proprietary schools -	186	120	86	27	7	66
Normal colleges - -	54	44	40	3	1	10
Totals -	1,540	989	635	302	52	551

* Including Honours Division of last two examinations.

† Does not apply to last two examinations. ‡ Including a few withdrawals.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

TABLE II.,

Being TABLE I. reduced to PER-CENTAGES.

Of the No. of Students.	Reckoned at	There passed	In 1st Division.	In 2nd Division.	In 3rd Division.	There were rejected.
Total - -	100	64·22	41·23	19·61	3·37	35·78
From Colleges - -	„	67·40	43·17	20·26	4·00	32·60
„ Private study, &c. -	„	58·37	35·17	21·05	2·63	41·63
„ Grammar schools -	„	63·76	40·37	19·72	3·67	36·24
„ Private schools -	„	63·81	37·14	23·33	3·33	36·19
„ Proprietary schools	„	64·52	46·23	14·52	3·76	35·48
„ Normal colleges -	„	81·48	74·07	5·55	1·85	18·52

You will observe that we have classified them in the first place into those who come up from various colleges in connexion with the university; such, for instance, as University and King's Colleges, London, and a great number of colleges through the country, principally the denominational colleges of the Dissenters and Catholics. Then there are a good many who come up from private study and tuition. Those are for the most part young men who have left school. Sometimes many of them are men of 25, 30, or even 40 years of age. In regard to them I may say that in the lower table you will see a much larger proportion of rejections among those candidates. Now it is not quite fair to take that as applying to the candidates who have prepared themselves by private study *per se*; a number of those are men advanced in life. You will see by other tables that of those who come up above the age of 30, invariably at least a half are rejected; they are men whose early education has been imperfect; they have endeavoured to prepare themselves for this examination specially, and have not done so effectually. They enter into the class of those who have prepared themselves by private study; they swell, therefore, the proportions of rejections in that class. Then we have a great many coming up from various grammar schools, others from private and proprietary schools, and those from normal colleges. It is remarkable how large a proportion of candidates pass from Normal Colleges. We have a good many Scotch candidates coming up from the training colleges of the Free Kirk and the Established Church in Scotland, and those almost always come up well prepared, and pass well.

744. Am I to understand that you give these marks without any reference to the age of the candidate?—Yes.

745. Then you allow men of 40, and lads of 16, to compete on equal terms?—Yes; the examiners know nothing about their ages. They must have attained the full age of 16 to become candidates.

746. As regards endowed schools, private schools, and proprietary schools, have you been led by your experience to form any estimate of the comparative value of the education given in those classes of schools respectively?—It would be difficult to do that with regard to classes, because these returns show that there is nearly an equality between them in the per-centages of those who pass. It will be seen that there is a very close approximation in the numbers; 63 per cent., as nearly as possible two-thirds, pass from each. I have observed with regard to particular schools that there is a very great difference. We have certain schools which send us regularly a certain number of candidates, and I observe a great difference in the proportion of those who pass, and those who pass with credit, coming from those different schools. Some private schools send us up some of our best men. For instance, last

summer six came up from one school, who all passed, three in the honours division, and the rest in the first division. On the other hand, from another school which I could name (but I prefer not, of course), which is a public school, it is rather the exception for a man to pass well; they send up many candidates, but a large proportion are rejected, and others do not pass with credit.

747. Do you think there is reason to believe that the education of what may be called the middle classes in this country is improving?—I think very decidedly, speaking from my experience of the University; in this way, that when those examinations were first established in 1838, now 26 years ago, it was not felt safe by the senate to require nearly as much as is now required; various additions have been made at different periods to the amount of knowledge required. For example, about five years ago four books of Euclid were required instead of one; only the first book had been required previously: a few years before that, natural philosophy and chemistry were both made compulsory, whereas previously there had been an option between them. Then, again, a higher standard is now exacted in several of the subjects than was formerly required. Formerly, if the candidate passed well in his classics and mathematics, unless he had done very badly indeed in chemistry and natural philosophy, he was not rejected; but now there is the same standard for all the subjects, and in that way, therefore, the stringency of the examination has been considerably increased of late years; that is to say, the number of subjects is increased, and the standard of attainment in all the subjects is now higher. We still have an increasing number of candidates coming up. When additions have been made to the requirements, it has sometimes had the effect of checking for a year the number of candidates; for instance, in 1854 there was a change made; there was an additional requirement, and the next year the number fell off from 241 to 209. In the year after that it got up again to 255, and has gone on increasing ever since. The increase of the stringency has not by any means permanently reduced the number. I feel sure that the examination is now more thought of throughout the country, as a good test of the candidates' acquirements, than it ever has been before.

748. Taking the subjects separately, do the candidates appear pretty well informed with regard to classics when they come up to you?—I think the principal complaint is of a want of thorough knowledge in grammar; a good exact knowledge of grammar is that which the examiners most complain of as wanting; but then there are certain schools in which that may be always looked for. We know perfectly well that the candidates who come up from Stonyhurst College would be thoroughly well grounded in classics; in other schools we know that the candidates will probably show a very imperfect knowledge of grammar.

749. Do you publish any report in which you analyse the nature of the qualifications and of the knowledge brought up by your candidates, and in which you suggest improvements, and point out deficiencies?—No; the senate have not thought it fit to publish any more than is contained in their minutes, for which I prepare, after each examination, a table of the rejections in the different subjects; the proportion who pass and the proportion of rejections. I think it would be invidious to refer to any particular educational establishment.

750. I do not mean that; but, for instance, pointing out that in classical attainments there is a want of good grounding in grammar, generally speaking; you do not publish anything of that sort?—No.

751. As to classical attainments, do you see any improvement in

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

respect to the point which you have stated; that they are generally deficient in the solidity of the ground work?—I am scarcely prepared to answer that.

752. With regard to the exact sciences and the mathematics, do the candidates come up tolerably informed upon that branch of knowledge?—Yes, I think as well informed as upon any other branch; certainly the proportion of marks gained in arithmetical papers, I think, is higher than that gained in most other subjects; and the proportion gained in chemistry and natural philosophy is generally very respectable. There are always a number rejected in those subjects; but those who really have applied themselves carefully to them generally pass creditably.

753. With regard to the modern languages?—I think the French examiners are on the whole very well satisfied with the performances of the candidates; not much is expected from them; they are not expected to write French at this examination, but simply to translate; there is a book previously given out, and then they are expected to translate, and to answer grammatical questions; there are a few sentences given, usually of conversational French, from a book not previously given out.

754. (*Lord Lyttelton.*) I understand that the number of candidates who come up from year to year has constantly increased?—Yes.

755. And the proportion of those who fail in this examination has remained nearly stationary?—Very much the same.

756. Does that appear to show so far a stationary condition of the middle-class education of the country?—No, I think not. I think, in the first place, it is to be remembered that the stringency of the examination has much increased; and that the stringency of the examination should increase without any increase in the proportion of rejections, and at the same time with a considerable increase from year to year in the number of the candidates, seems to me to show a decided improvement in middle-class education.

757. Has it ever occurred to the authorities of the University that the present list of subjects is too extensive; that it tends to make the attainments superficial?—It has been brought before the authorities on several occasions, and very full consideration has been given to it. For example, the question of omitting chemistry was strongly urged upon the senate three or four years ago, and considered at a very full meeting of the senate; and the senate by a large majority determined to retain it.

758. Suppose there are about 500 candidates a year, how many of those would receive honours in the examination?—I will take the last examination. The first examination conducted upon the new plan was rather tentative; the standard of honours was not fixed as accurately as it might have been. At the last examination it was generally felt by the examiners that the standard taken was a satisfactory one, and about one-seventh obtained honours. The total proportion of marks for obtaining a place in the honours list was 1,800 out of 2,800; 1,800 was the minimum, 2,800 was the total aggregate of what a man might get, and it is reckoned by the number of hours. There are 28 hours of examination, and 100 marks per hour are reckoned. The highest, I think, was about 2,300; there were as many as nine who obtained above 2,000 marks; and I think about 31, or about one-seventh of the whole, obtained above 1,800 marks, which was the standard for their being in the honours list.

759. What would be the lowest number of marks that would give a pass?—There is no lowest aggregate fixed, because it would frequently

happen that a candidate, so to speak, scrapes through in each of his subjects. Every examiner may say he has not done badly enough for me to reject him, and yet he has passed very poorly. There is no fixed number of marks.

760. Could not you say one year with another about what would be the lowest number obtained by a pass man ?—Somewhere about 1,000.

761. Are the modern languages in the examination only French and German ?—Yes.

762. I presume French has the larger number ?—By far the larger number ; five-sixths at least.

763. Has the question of introducing Italian ever been considered ? —Not that I am aware of.

764. (*Dr. Temple.*) You said just now, I think, that the candidates from the normal colleges showed the largest per-centage of passes ? —Yes.

765. Are the candidates from the normal colleges on the average of the same age as the others ?—No, they are decidedly older. I should say about 24 was the average age.

766. Were those that came from private tuition also rather older ? —Yes, many of them are men quite advanced in life.

767. The candidates from the normal colleges, you say, came from Scotland ?—Many of them.

768. Were there more Scotch candidates among those who came from the normal colleges than among those who came from the schools ?— Certainly.

769. So that the comparison is not quite fair ; it is not simply a comparison of colleges with schools ?—No, they are a picked class of candidates. There is an ambition spreading amongst the Scotch schoolmasters to obtain the degree of the university of London, and every year now several come up from the normal colleges of Scotland. There have in fact been many efforts made to obtain a local examination in Scotland, but there is a difficulty in getting any public body which the University could recognize to take the initiative in the matter. Of course if anybody connected either with the Free Kirk or with the Established Kirk were to take up the matter, it would be in a spirit somewhat antagonistic to the other body. A candidate from the other body would not come into it. There is no public body in Scotland which has seen its way clear to move in the matter, but there is a very strong desire; and I am constantly receiving letters from schoolmasters in Scotland, begging to know if an examination by the University of London cannot be carried on in Scotland.

770. (*Mr. Acland.*) You would not be prepared to infer that the amount of instruction in the normal schools was superior to that in the grammar or private schools that send candidates to you. The data are not sufficient to prove that ?—No, I think not. I think that these men are generally superior men of their class.

771. By normal schools you mean schools in which young men are being prepared for the profession of a schoolmaster ?—Yes.

772. You said just now that all the subjects were marked by hours ; 100 marks for every hour ?—Yes.

773. Does that mean that every subject has the same number of marks ?—No ; the papers usually are three hours papers ; most of the papers have a value of 300 marks assigned to them; there are papers, however, of two hours only. Classics count altogether 700, mathematics count 600, chemistry and natural philosophy count 300 each, and English counts 600.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

774. You say that the per-centage of candidates that have passed has remained very nearly the same; it is not quite represented in your papers?—I should say so, of late years.

775. How far back do you carry that?—About six years ago the great change occurred, when chemistry and natural philosophy were put on the same footing with other subjects; that is, when the examiners in chemistry and natural philosophy were instructed by the senate to reject candidates who, however well they had done in other subjects, failed, and completely failed in those subjects. I think you will find that for about the last six years the average is pretty nearly one-third. Now and then, as I have mentioned, at a particular examination there would be a larger average.

776. (*Mr. Baines.*) I suppose a very large proportion of those who come up for matriculation are those who are destined for the liberal professions of one kind or another?—Yes.

777. Do any considerable number come up for the sake of the honours who are either country gentleman, or, what is more to be expected in the London University, destined for trade?—I think there have been a good many; the passing of the matriculation examination has been looked upon in a large number of schools as in itself an object of ambition. In former years, before the Arts examination was opened as it is now, when every one who came up for a degree in arts was obliged to go on in one of the affiliated colleges, the proportion of those who came up for matriculation merely was very considerable, probably one half. Half of those who came up to the matriculation examination never went further, and never intended to go further; now a larger proportion go further. Thus in the year 1858, 72 came up for the Bachelor of Arts examination; in the year 1864, 171 came up for the First Bachelor of Arts examination, showing a very large increase. A much larger proportion of the matriculated candidates now come up with the intention of going on for some one of the degrees of the University; but still I am quite certain that a large number come up merely to obtain the credit of having passed the Matriculation examination.

778. Would you infer from that fact then that the effect of your examination in the University of London diffuses itself pretty generally over the schools intended for the general education of the middle classes?—I am quite certain that there is a large body of schools in the country over which the influence of the university examination is very great. The heads of many of which schools are graduates of the University, and others who, although not connected with it in that way, look to the University as a very good testing body, so to speak.

779. Your examinations were formerly all conducted in London, were they not?—Yes.

780. Are they now?—We have local examinations now.

781. How long have you had local examinations?—About five years.

782. In how many centres?—They are always held in the summer in Manchester and Liverpool. They have been held in Leeds; they have been held in Birmingham, but only once or twice. In Leeds they were held for the first time last year. They are held at some of the Catholic colleges, but that is exclusively for them. They prefer at Stonyhurst, for instance, and at Ushaw in Durham, that their candidates should be examined on the spot; that is for their own convenience, and they do not admit other candidates; but the examinations at Manchester, Liverpool, and Leeds, are open to anybody who chooses to come and pay the local fee.

783. May we infer that your examinations are of extended usefulness when they are thus held in various centres of population throughout the

country ?—I think so, certainly; and also that they suggest to young men in the neighbourhood to come up for the examination, who might not otherwise do so ; but I am not very confident of this : I think it is so. *W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.*

784. Is it much less expensive for a young man to be examined in his own part of the country than it is to come up to London ?—Considerably less expensive, because he pays a local fee of 1*l.*, and of course the journey from Manchester, or Liverpool, or North Wales to London, and the expense of residing in London, will cost him a great deal more than that. 14th Mar. 1865.

785. You have found no great practical difficulty in carrying on your examinations in those local schools ?—Not the least.

786. The local parties have willingly co-operated with you ?—Yes, there have been guarantees given. The University has from the first made a principle of sending down a responsible sub-examiner in charge of the examination. It has been thought much better to give that guarantee to the public, than to have it conducted by local authorities whom we could perfectly trust, but who would not afford the same guarantee to the public as an officer appointed specially by the Senate, sent down in charge of the conduct of the examination. Parties have been found who have been willing to give the requisite guarantee for the Sub-examiner's fee ; the amount being generally made good, or at least in a great degree made good, by the local fee paid. In Manchester, I know that the local fee is more than sufficient, they have had a surplus.

787. (*Rev. A. W. Thorold.*) Do the papers of candidates for examination come under your own notice ?—Not to any great degree ; now and then I look at some of the papers. It is part of my duty to present to the committee of examinations, after every examination, the papers of the candidates rejected in single subjects. The committee always look over these papers to satisfy themselves that no candidate is rejected by any undue severity on the part of the examiners, and if they are subjects that I am myself familiar with, I generally look over them previously.

788. You used the expression " the committee," would you explain what you mean ?—There is a Committee of examinations, a Committee of the Senate, specially charged with the supervision of the examinations in arts, laws, and sciences ; and there is another committee for medical examinations.

789. In what way are those committees constituted ?—They are appointed by the senate from amongst its own members.

790. From what you know generally of the papers, are the writing and spelling of the candidates what they ought to be ?—I think there is not much to complain of in that respect. I think the examiners are generally well satisfied with the spelling.

791. Does elementary arithmetic appear to be carefully and accurately taught as a rule ?—Yes. I think it is generally in the higher parts that the candidates fail.

792. You spoke of a deficiency as existing in Latin grammar ; do you think that equally exists in English grammar, so far as indicated by the questions ?—The questions in English grammar have come to be in a great degree questions of etymology and derivation. The modern grammars, as you are doubtless aware, in common use in schools, go a great deal into these subjects ; such grammars as Morell's, Adams's, and Mason's. The questions are generally asked out of those grammars. I do not mean that the examiner has the grammar before him, but he asks such questions as are taught in these more modern grammars.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

They are for the most part questions bearing upon the etymological structure of the language. There are always questions in pure grammar also; but I think that purely grammatical questions are generally well answered. I do not hear the examiners complain of deficiency in the grammatical construction of the answers of the candidates.

793. I did not so much allude to a technical knowledge of grammar as to what you might call a fair grammatical way of writing a sentence?—Yes; I do not hear much complaint from the examiners on that point; and the papers I have myself looked at, considering that those papers are written in haste, under pressure, are certainly, I think, very fairly constructed in point of grammar.

794. Have you any means of knowing whether the candidates who have been instructed in Latin show a better acquaintance with the English grammar than those who have not been instructed in Latin?—All our candidates must have been instructed in Latin.

795. Do you consider that the candidates sent up from a school form a fair test of the method and character of the teaching throughout the school generally, or merely of the acquirements of picked boys?—There is a great difference in that respect in different schools. I know that in some schools a large proportion of the highest boys of the school come up; for instance, I know that in one school last summer, the one I alluded to just now, the whole of the highest form at the school came up. The head of that school, who is not a graduate of the University, told me that he conducted the studies of that form on our programme, and went regularly, as the regular systematic instruction of the school, through all the subjects prescribed by the University; the boys did not merely get up their chemistry and natural philosophy, but there was regular systematic instruction throughout the whole course of the year in those subjects. Now that was a very favourable specimen. Those boys all passed, and passed well. They were young boys of 16 and 17 years of age; they all passed in the first division, or in the honour's division.

796. What do you consider to be the general object of men of the age of 40 years and upwards in presenting themselves for examination?—To go on to some of the degrees of the universities, the arts or sciences degrees usually.

797. For what purpose do you consider the degree useful to them in life?—Some of those men are schoolmasters, and they are anxious to obtain the degree as a credit to them.

798. Has the University of London ever been invited to send examiners to visit schools on the spot?—No, there have never been any applications.

799. Has that plan ever been considered by the Senate as desirable to be carried out?—I think the Senate have felt at present they have enough to deal with in carrying out their own system. There have been so many changes made in the University of late years: the introduction of the degree in science; and the revision of all the regulations,—the regulations in arts, the regulations in medicine, and at the present time the regulations in laws. All these subjects have occupied the Senate fully, and I think they would have been unwilling up to this time to entertain any applications of that kind.

800. You are aware that that plan is carried out by the University of Cambridge?—Yes.

801. Are you of opinion that any well-considered scheme of the kind, when it is practicable to carry it out, would be advantageous to the education generally of the middle classes?—I should rather myself see a multiplication of the number of local centres, and I should rather

see the candidates from all schools brought together than to have a separate inspection of individual schools.

802. Would it be fair to ask your reason for that opinion?—I think it would prove a better test of the comparative values of the systems of instruction followed in the different schools, and there would be a healthy emulation amongst them. I know, for example, that the heads of Stonyhurst College value extremely the opportunity of comparison which our examinations give, in regard to the value of their methods of education; and their candidates are among the best that come up to us.

803. (*Dr. Storrar.*) Will you be so kind as to state more precisely the division of the men who pass the matriculation examination; there is the honours division, how are those men in the honours division arranged?—In the honours division they are arranged in the order of merit.

804. Then there is the first division?—They are arranged alphabetically.

805. And in the second division also?—Yes, we have a reason for calling the first division the "honours" division, and the next division the "first" division. The "honours" division consists of the best men out of the "first" division. The reason is this, that the Law Society admits all who pass in the first division to an exemption from one year of articles, and that is an important privilege; therefore, when the new arrangement was made, it was determined by the senate to keep the whole of the first division very much as it was, not to call it a second division, but to consider the honours division as a portion of the first division, eliminated, so to speak, by a superior merit from it.

806. Then we understand distinctly that all those men who are in the second division are men who must have passed in every one of the subjects of examination?—Yes.

807. The men who get into the first division are those who have got a certain number of marks; what is the minimum?—The minimum in the first division is 1,400.

808. And then those in the honours division are those who have obtained above 1800?—Yes.

809. Will you tell me what advantages a man holding a matriculation certificate of the University of London has besides the exemption of a year's articles in the law?—He is admitted to all the examinations of the University; he is admitted by the Council of Military Education at Sandhurst without any previous examination; and he is admitted under the regulations of the Medical Council to enter upon his medical curriculum. The College of Surgeons imposes a tolerably strict examination in classics, mathematics, and modern languages upon candidates for the Fellowship, which is the higher honour of the college above simple membership; but those who have passed our matriculation examination are allowed to waive that examination.

810. The increase in the number of candidates for the matriculation examination would seem to argue that there is a great desire on the part of the schoolmasters in the country, as well as on the part of their pupils, to take the matriculation examination as a test of the teaching?—I think it is so certainly. Every Medical student and every Law student must now pass one of a certain number of examinations, the Oxford and Cambridge examinations ranking amongst those. Our examination also ranks in that category, but with the additional advantage for law students, that those who pass our examination in the first division are allowed an exemption of one year.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

811. You have expressed the opinion that the matriculation examination has had a great effect upon the education given in schools ; do you think that that effect is limited to the boys who come from those schools to the matriculation examination, or do the whole of the boys in the school derive the advantage of the stimulus given by the matriculation examination ?—I feel very sure that it extends a great way beyond the candidates who actually present themselves for matriculation, and I may refer to the case of the public school to which I just now alluded as one from which many candidates came to us, but those candidates have not cut a good figure in the examinations. I know that that fact has been employed by the governors of that school as a reason for finding fault with the course of instruction prosecuted in the school, and for endeavouring to improve or remodel it ; and that is a large school.

812. You say that the rejections amount nearly to about one-third of those who present themselves ; do the plucked men reappear at future examinations ?—A large proportion of them appear again.

813. (*Lord Lyttelton.*) Do a large proportion of them eventually pass ?—Many of them are rejected again. It generally happens that of those who have been rejected before, about one-half are rejected again.

814. Are they allowed to come up any number of times ?—Yes ; we have had men come up four or five times after being rejected, sometimes in one subject and sometimes in another, devoting themselves in the interval to the subject on which they were last rejected, and then neglecting the others.

815. (*Dr. Storrar.*) Plucked men have always the opportunity of knowing by inquiring at the office in what subjects they have failed ?—Yes.

816. Then the questions of each year are published in the calendar of the following year ?—Yes.

817. In that way both candidates and schoolmasters are able to form a notion of the kind of information which will be required at the examinations ?—They are.

818. You have stated that candidates present themselves at all ages after the age of 16 ; can you give the Commission any information which will enable them to judge of the ages at which men are most successful at these examinations ?—Generally speaking, the earlier ages. For several examinations together I find that a larger proportion passed at 16, and a larger proportion got into the first division at 16. It does not always hold good. Sometimes, for instance, there will be a batch of eight or 10 men who have come up from the training colleges ; they all pass well, and that raises the proportion at their age. I think at the last examination 17 was the age of greatest success. At the examination in January 1865 the total per-centage of rejections being 33, the per-centage of rejected at 16 was 37, but the proportion rejected at 17 was 31. It will generally vary between these two ages.

819. You will be safe in saying that those who pass best are of the ages of 16 and 17 ?—Generally speaking.

820. Can you tell the Commission what is the per-centage of rejections in the higher ages of 18, 19, 20, and so on ?—In the last examination 12 candidates came up above 30, and of those six were rejected, 50 per cent. That is always the case. It is quite remarkable how constantly that is the case. In June 1864, 21 came up above 30, and 52 per cent. were rejected.

821. Can you give us information as regards the intermediate ages, for instance, the age of 18 ; what per-centage are rejected at that age ?—They vary in different years very much, but are generally above

the average of the whole; for instance, in the year 1863 (and this is remarkable) in July, at the age of 18 the total proportion of rejections was 34½ per cent., that is a trifle over one-third; the proportion rejected at 16 was only 28·9 per cent., 29 per cent. we may say in round numbers. At 17 it was 38 per cent.; at 18 it was 44 per cent. It then fell lower, being only 24 per cent. between 21 and 24 years of age; it was I believe a batch of Scotch schoolmasters who came up and reduced the proportion. Generally speaking the rejections are fewest at the earlier ages.

822. The inference you would draw from your statistics is this, that supposing a boy to be of fair average abilities, and subjected to the best influences of education, the matriculation examination of the University of London would not be too severe an examination to boys of 16 to 17?—I am quite satisfied that is the case, from observations which I have had the opportunity of making; in the case of my own sons, for instance, three of whom passed it with ease before they were 17 years of age.

823. You have said that there was a good deal of opposition to the introduction of chemistry into the examination; would you say now that this subject is fairly established in the examination?—I think it is quite so, and the examination has been more satisfactory since the range was altered and made more definite by limiting it to the subjects of heat and the non-metallic elements; there is a much greater exactness of knowledge now than when the specification was more vague.

824. Are you aware of the fact that the schoolmasters have now for the most part made provision in the schools for practical instruction in chemistry?—I know it is the case with many schools.

825. And that you have reason to infer that that is the result of insisting upon this department of examination?—Yes.

826. Are you aware that an objection has been made to too great variety of subjects of matriculation examination? Have you any observations to make on that?—Do you mean officially or personally?

827. Within your knowledge either way?—I have an opinion myself, certainly, that it might be advantageous to give an option, especially as regards the subject of Greek. I know that the Greek is in a large number of cases got up by cramming merely. I do not think that that process is really beneficial to the candidate. I believe that an option between Greek and an additional modern language, for instance German, would be thought to be a boon by many of the candidates. I do not myself see that it would lower the character of the examination.

828. (*Lord Taunton.*) Is it an easy matter to get a knowledge of Greek by cramming?—It is to be remembered that a book is given out previously. I know that at one time there were cases of this kind; a candidate would learn off a translation of the whole book, and would get his cue from his neighbour as to the beginning and end of the extract. The answering of certain grammatical questions is now necessary, but at that time if a candidate wrote his translation he would pass; that would not now be the case. I know within my own knowledge of a young man who got up enough Greek in the course of a twelvemonth while he was working at many other subjects also; the fact being, I believe, that in a large proportion of the middle-class schools Greek is not taught as an ordinary subject of instruction.

829. (*Dr. Storrar.*) You say you have no doubt that the matriculation examination has had a very beneficial effect in improving the character of the schools. I presume that you discover a great variety in the efficiency of these schools?—Very great indeed, as I have already

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

said. There are certain schools from which we always expect the candidates to be well trained; on the other hand there are schools in which I know from experience that we cannot look for a high standard.

830. Do any of the candidates for the matriculation examination, as far as you are aware, show that they have been previously up to the Oxford and Cambridge middle-class examinations?—Yes; I have known candidates who have mentioned to me that they have already passed those examinations.

831. The principle of the University of London in regard to all its facilities is that a good general education should precede the subject of special professional study; I presume you have no doubt about the propriety of that either from your official or personal experience?—It is required by the regulation.

832. But as a principle?—Certainly not. I am satisfied that the *prestige* which the University degree in medicine has acquired is in a great degree based on the fact that a good previous education has been a necessary condition of the entrance upon a course of medical study for a degree.

833. Are you aware whether the University of London in its matriculation and graduation has contributed in any degree to the increase and improvement of the scholastic profession; whether the effect of the University has been to increase the number of persons who apply themselves to the business of education either numerically or in merit?—I have no knowledge on the subject.

834. There are many men who come for the matriculation examination who pass, and who are not destined for professions; do you think that the fact of their passing that matriculation and getting their foot, as it were, on the threshold of the University, is a great inducement to a man to go on and take a full degree?—I think it is more so since the degree in Arts has been opened to candidates not attending affiliated colleges. I am sure of it. With reference to your previous question I think I can answer it in this way: I am quite certain that the opportunities for obtaining a University degree now given by the University have acted as a great stimulus to a higher kind of work on the part of a large number of men engaged in education; that assistants in schools now set it before themselves as an object of ambition to obtain the degree of the University, and prosecute their studies while still doing their work as masters; they prosecute a higher study with that object before them.

835. Would that stimulus apply more or less, or equally, to men who are living in London and men living in the country?—I think quite equally in both cases. I know that in the north of England there are many who are led on in that manner, and who go to Liverpool, Manchester, and Leeds for their examination; but to Manchester especially.

836. With regard to the graduation, what proportion of the graduates do not proceed from the affiliated colleges?—I should think from one-third to two-fifths, speaking at random. I did not take out any statistics in regard to graduation. I understood them to be expected with regard to the Matriculation examination. I think if I were to say between one-third and two-fifths, it would be about the mark.

837. What are the affiliated colleges?—University College, and King's College, London, the various Catholic colleges—Stonyhurst, Ushaw, St. Edmunds, Ware, Oscott,—and a large number of denominational colleges in various parts of the country; also the Queen's colleges of Ireland; generally speaking the Dissenters' colleges in London and the country; also Owen's college (a very important college) in Manchester, and Queen's College, Liverpool, both quite undenominational.

838. You said a short time ago that the University of London had never conducted a local examination in Scotland ; what about Ireland ? —We shall, next summer, conduct a local examination in Ireland, at the request of the head of one of the institutions there.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

839. (*Lord Lyttelton.*) In this year local examinations are to be held at Manchester, Liverpool, and Carlow ; are these the only ones ?—The only ones from which applications have yet been received. They requested to have it announced in the Calendar, but it is open, you will see, to any city, town, or college ; and applications will be received up to the 1st of May.

840–1. How many centres were there last year ?—We had five.

842. (*Mr. Forster.*) In this table you have given us the sources from whence students proceed. When you state the number of students from colleges, is it from those which are affiliated ?—Yes.

843. Then I find "from grammar schools." Does thatinclude what are generally called the public schools, such as Rugby ?—Yes, We have very few from them. It includes such a school as Marlborough.

844. With regard to the nine schools that were under the previous Commission, can you tell us at all what proportion of your students from the grammar schools have come from those nine schools ?—Very few indeed ; it was quite an exception to have any from the great public schools.

845. What description of grammar schools do they come from generally ?—The schools to which I believe this Commission is especially directing its attention ; endowed schools through the country.

846. (*Lord Lyttelton.*) Have you ever had one from Eton ?—Yes, one or two ; only one or two. That was where there was a special object in coming up, as for instance, the medical profession.

847. (*Mr. Forster.*) Can you without entering into details give us general idea of any impression you have formed as to the preparation with which boys come from the grammar schools as compared with the private schools ?—I think it would scarcely be fair to give any definite statement upon that point, because I believe those who come up from grammar schools have pretty generally had the education which they have obtained there supplemented by special instruction. Our plan is to ask the candidate when he registers where he has obtained the principal part of his education. We will say he has been five years at Cranford grammar school, for instance ; then I know that he has not learnt there all that he has prepared for the examination. Perhaps he has learnt classics and mathematics there, but he has got up chemistry, natural philosophy, and French, perhaps, by other means.

848. Do you think that the result of the number of subjects which you give for examination is that any considerable portion of the students who come up are prepared in some other way than by the school in which they have been ?—Yes, I am quite certain that they are.

849. By private tuition ?—By private tuition. For instance, I know by letters which I receive that it is a common thing for a candidate under such circumstances to go to the medical man of his neighbourhood, some friend of his, and ask him to help him in chemistry or natural philosophy.

850. Do you know whether the fact of your insisting upon the students being examined in Natural philosophy and Chemistry has had the effect of causing those sciences to be studied in many schools ?—In many private schools I am certain.

851. In any endowed schools, or in grammar schools ?—I have no reason to think so.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

852. Do you know of any grammar schools in which they are thus prepared?—Not in endowed schools. I know of it in many proprietary schools, but I am not aware of it in any endowed schools.

853. Is there any minimum of marks for any particular subject below which it does not count?—No, for this reason; the verdict in regard to any particular candidate is always governed by the manner in which he has gone through other subjects in some degree. I act as chairman of the board of examiners, and when the name of the candidate is presented, and when the examiner in one subject says, "We "must reject him," the question is always put, "Is that absolute, or is "it subject to revision?" Well, the examiners may say, "that is "absolute," then there is nothing more to be said, for however well the candidate may have done in every other subject, he is rejected; but on the other hand they may say, "How has he done in other subjects?" and he may have done extremely well in classics, or mathematics, or both, and the examiners may say, "Then we will allow him to pass."

854. (*Lord Lyttelton.*) He must do something?—He must do something. He must answer three or four questions; but any candidate who shows really an ignorance, or want of apprehension of the subject altogether, is rejected, however well he may have done in other subjects.

855. (*Mr. Acland.*) Does this board consist simply of examiners?—Of examiners.

856. The committee of which you spoke?—No. The examiners actually engaged in the examination all meet, and the registrar is appointed by the senate or chairman in order to secure a certain uniformity and continuity of system, because the examiners are changed from time to time. The committee of which I spoke is a committee of the senate who charge themselves with various functions relating to the examinations. For instance, all the papers which are prepared by the examiners are submitted to the committee before they are printed, and very frequently it happens that that committee will offer suggestions in regard to those papers to the examiners.

857. Is the award of the examiners after they have compared their respective results final, or does the committee make up the lists?—The examiners make up the lists, and the only point with which the committee charge themselves is the looking into the papers of those who are rejected in single subjects. They think it desirable always to look over those, as a kind of check on the examination generally; but you will find by looking at these statistics that a large proportion of the candidates are rejected for several subjects. The men who are badly prepared in one subject are generally the men who are badly prepared in other subjects.

858. (*Mr. Forster.*) Is there any minimum of passing?—No, there is no minimum of passing; it depends so much on other circumstances.

859. I see that in these regulations for matriculation you say the examiner shall not be precluded from putting *viva voce* questions to the candidates. Do they often do so?—No, not often. Sometimes cases arise. For instance, supposing there is a suspicion of copying, and yet the examiner is not certain which has copied from the other; he might have up the two candidates before him, and ask questions to ascertain the candidate's real knowledge of the subject.

860. Do the examiners meet the local candidates in the provinces; do they meet them at all?—No.

861. Then in the Provinces it would be impossible to enter into a *vivâ voce* examination?—Yes; it is merely a check that may be resorted to.

862. Do you object to give any information as to the proportion of your students who are preparing for the medical profession ?—This table will show pretty fairly the proportion. Those who come up for the preliminary scientific examination, which is the first of our medical examination, constitute, we may say, about one-fifth on the average.

863. Have you means of knowing what proportion are intended for the ministry of any denomination ?—I could not say with certainty the proportion ; a considerable number. Our list of graduates and of Bachelors of Arts will show a considerable number of gentlemen who are engaged in the ministry ; casting my eye down one column there are 9 out of 40.

864. That includes ministers of every denomination ?—Yes.

865. The Established Church ?—Yes.

866. Any Roman Catholics ?—Yes.

867. (*Mr. Erle.*) Does it commonly occur that pupils are able to pass the matriculation examination, coming directly from schools of any class, or have they any intermediate tuition ?—I know of many who come up straight from the school.

868. And they are taught in all those subjects in those schools ?—Yes; I gave an example of a school, and I know of several other schools in which the same completeness of preparation exists ; I cite that merely to show the influence of the university in determining the regular system of work of the school; and I know of many other schools in which the candidates are fully prepared for the examination by the ordinary course of school work,—for example, University College school. All the subjects required by the University are specifically and regularly taught in the ordinary routine of the school.

869. Is the comparative value of papers in different subjects a matter of previous publicity ?—No, it is not published by the senate ; I think it is pretty generally known amongst the candidates.

870. The Oxford and Cambridge examiners do not make that known? —No ; it is not made known by the senate.

871. You prefer examinations at local centres to examinations of particular schools ; have those examinations been held repeatedly at the same centres ?—Yes ; at Manchester now it has been held for five years.

872. Do the same schools send pupils constantly to the same centres? —There are always some that send regularly.

873. I am speaking with reference to the experience of the Oxford rather than the Cambridge examiners. You do not hear of any capricious or personal objection from the parents of the children who are sent to those centres ?—No, not at all; nothing has ever come before me in any way.

874. (*Mr. Acland.*) Would it be possible to furnish the Commission with a list of the endowed schools which have sent in candidates to your examinations ?—Yes.

875. Could you give the per-centage of those that have passed, and those that have failed from each school ?—Yes, that could be prepared.

876. Would you have any objection to furnish the Commission with the comparative scale of marks assigned to each subject ?—I can tell you at once ; it depends entirely on the number of hours occupied by each subject.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

877. Perhaps you will put it in writing and send it to the Commission ?—Yes.

Latin Translation	200
„ Grammar	200
Greek Translation and Grammar	300
English Grammar	300
„ History and Modern Geography	300
French or German	300
Arithmetic and Algebra	300
Geometry	300
Natural Philosophy	300
Chemistry	300
	2800

878. Would you have any objection to state your opinion of the advantages and the disadvantages of your present system of requiring young men to pass in so many subjects, instead of requiring a thorough knowledge of a smaller number of subjects ?—I believe myself from the experience which I have had, that the examination is not more comprehensive than is desirable for laying a good basis for further and higher study. I myself quite agree with those who framed the programme of that examination, in the belief that it is desirable for the mind of a boy to be brought into contact with all the subjects which are there specified. I reserve the question of Greek, because that is one I have already mentioned. I do not myself see any reason to believe that a knowledge of natural philosophy and of chemistry, to the extent required by the University, is in the least degree incompatible with a thorough and accurate knowledge of classics and pure mathematics ; and I base that upon the fact I have already stated, that I have seen in my own experience as registrar, and my own pretty accurate knowledge extending over several years of University College school, at which my own sons have been pupils year after year, that those who really obtain the best knowledge, the most thorough knowledge of classics and mathematics, are those who have the greatest power of grasping the other subjects, and who obtain the most accurate knowledge of them.

879. (*Lord Lyttelton.*) And you apply that to average boys ?—I should say so certainly with regard to average boys. If I had been aware that it would have been of use, I could have brought down a table which I had of all marks obtained by all the honours candidates at the last two examinations. As I have just now said, that table would show explicitly that those who do best in classics and mathematics also do best in the other studies ; and the highest candidate out of the 330, I think, who came up last Midsummer, was a lad of 16.

880. (*Mr. Acland.*) To what cause do you attribute the fact which I understood you to state, that notwithstanding this standard of education in so many subjects has been for a long time before the world, a large number of the practical educators of England have not conformed to your standard, but that boys have been obliged to leave those schools and to go elsewhere to supplement their education ?—I think that depends in a great degree on the want of encouragement which has hitherto been given to the study of science in this country by the great public bodies, and to the fact of those endowments in the grammar schools having limited the course of instruction in many schools to classics only, and in most others to classics and mathematics.

881. (*Lord Taunton.*) Will you favour the Commission with any views which you have been led to form in the course of your experience with regard to the present condition of the education of the middle classes in this country ?—I have been connected with medical teaching almost from the age at which I ceased myself to be a student. The year after I left Edinburgh I was appointed lecturer on medical jurisprudence in the Bristol Medical School, and I was for several years connected with that school, and afterwards with London medical schools. For seven years I was principal of University Hall, an establishment connected with University College, for the reception of students in arts and other subjects, giving them the same advantages with regard to tuition and other arrangements which are given in the halls and colleges of Oxford and Cambridge. I have therefore had considerable opportunities of knowing the standard of education amongst the classes which furnish the students of the Medical profession, and of Arts students of rather a superior class. A very large proportion of the resident students in University Hall come from wealthy parents in the northern districts, Lancashire manufacturers. I had considerable opportunity therefore of judging of the standard of education which they had attained. I feel strongly that the great deficiency which exists is not so much a deficiency of attainment, as a deficiency of exactness in the earlier stages.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

882. Do you mean that it is not the extent of the field through which information spreads so much as the exactness with which the principles are studied of the different parts of knowledge which are comprised within that field ?—Yes.

883. Will you have the goodness to make any other statement you wish on that subject ?—With regard to grammatical training, the groundwork of the study of the classical languages, I believe from all I have gathered, from my own knowledge and from conversations with others, that this is one of the greatest deficiencies in the middle-class instruction at the present time, schoolmasters being anxious to make a show that their pupils shall be said to be reading certain books ; and that it is very often found by examination or by a change of school —boys going from one school into another where greater rigour is required—that there is an aim on the part of the masters to push on their boys faster than their early studies justify.

884. Your experience has probably been directed chiefly to what may be called the upper division of the middle class rather than the sons of tradesmen and farmers ?—In one of the hospitals with which I was for several years connected, the London Hospital, I found a very marked difference in the grade of education of the pupils who came from the eastern counties generally, from Essex and Suffolk, and those to whom I had been accustomed in the Bristol medical school ; so much so that I found myself obliged to lower my style of lecturing. I lectured on physiology, and I found it was quite necessary, in order to make myself understood, to lower considerably my standard of teaching.

885. To the eastern men ?—Yes ; I believe that difference will be found in the different medical schools of London which have different local connexions, as to the standard of education and the style of teaching which different sets of men will bear.

886. I suppose the pupils who come to you for examination from the London University come rather from the upper division of the middle-class schools rather than from the lower division, where the sons of small tradesmen and farmers are taught ?—Yes, generally speaking ; I am speaking of medical candidates.

887. But generally ?—A very large number come up for the degree

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

of arts from a very humble position indeed. I have known instances of men engaged in handicraft employments working at their trades for part of the year, and obtaining instruction during another part of the year, and coming up.

888. Have you had the means of forming any general opinion of the quality of the education given in these schools to which the sons of small farmers and tradesmen go?—Judging from a number of candidates of that description, I think that the deficiency I have mentioned is particularly great in those schools; the deficiency of accurate fundamental knowledge.

889. You are aware of the objects for which this Commission has been instituted, viz., to suggest any improvement that may be practicable and expedient to promote the improvement of the education of the middle classes, with special reference to endowed and grammar schools. Are you able to favour the Commission with any opinion that you may have formed with regard to that subject, and as to any measure that you think may be desirable?—I have a very strong opinion that one thing which is very important for the improvement of the education given in grammar schools, is to assimilate it more to the education given in the highest class of National and British and Foreign schools. I do not mean by giving up teaching of a higher kind in classics and mathematics, but by introducing a much larger element of the knowledge of what we are accustomed to call "common things." I have been very much struck indeed, from having been intimate with several of Her Majesty's examiners, with the amount of information which is given in the best class of schools of that description. Some years ago, at the request of the late Lord Ashburton, I examined for the prize which he gave to schoolmasters and schoolmistresses in, I think, Hampshire and Dorsetshire; and I was really quite astonished at the exactness, and, I may say, perfection of the knowledge up to a certain point which was evinced by the schoolmasters and schoolmistresses on, I think, four or five papers which I set. There was, I remember, one man who answered every question as well, I am sure, as I could have answered it myself in the time; and he was a young man of 21. Now I feel quite sure in that kind of mental discipline (I am putting aside altogether the question of the value of what is called useful knowledge in mere utilitarian aspect; I am speaking of the mental discipline, the mental gymnastics, and I might take Dr. Arnott's book as a sample of the mode of teaching subjects of that kind), I feel sure in a well-taught man there is a cultivation of common sense given by the study of those subjects which no other department of study affords; a power of bringing the mind into contact with the ordinary concerns of life, which it appears neither classical nor mathematical study *per se* possesses. Those subjects are all abstractions. The great object I should aim at in the introduction of elementary scientific instruction, is to bring simple elementary *principles* to bear upon facts constantly passing under the notice of the pupil; and it is that kind of contact between the inner and the outer world which seems to be very important indeed to secure in elementary education for all.

890. To obtain that, I suppose it would be necessary to take care that the schoolmaster was properly instructed?—That is the great difficulty in the present state of middle-class education. I believe that the superior schoolmasters of the National schools, and the British and Foreign schools, understand the real necessities of education a great deal better than the larger proportion even of the masters of the middle-class schools.

891. Do any means occur to you that are practicable to raise the

character of the schoolmasters of these middle-class schools generally ?—I have thought a great deal on the question of certification, and on the whole I feel that there would be an advantage in giving Government attestation of the qualification of schoolmasters in different branches. It is done now to a certain extent in Schools of Science. The Government is giving that kind of attestation, and I know it is working very usefully.

892. By the Government do you mean the State, or do you mean some independent authority ?—The University of London is, so to speak, a Government institution. It is supported entirely by the State, that is, the funds are provided, and the board of management is chiefly constituted, by the State. The schools of science to which I allude are all supported, or at least assisted, by the Government ; and it is by Government officials that these examinations are conducted. I refer to the Department of Science and Art.

893. There is this broad distinction between national schools and middle-class schools, that the one is assisted by contributions of money from the State, whereas the others are not so ?—I would not make such certificates compulsory by any means ; but I think it would encourage men, just as our degrees are certainly encouraging a much higher standard of attainment amongst the assistants in schools. I may give an instance of it. There is a very large school in London supported by the Jews, called the " Jews Free School ;" it is, I understand, one of the best conducted schools in London among schools for the working class and lower middle class. Last summer four assistants of that school, who had previously passed the matriculation examination, came up to our first B.A. examination, and they are all going on for degrees. We found that these men had to work in the school from six to eight hours a day; and yet it was such an object of ambition to them to obtain the degree of the University, that they were going on through a much higher range of mental culture than they otherwise would have done, in order to obtain our degree. Now I cannot but think that means presented to the mass of schoolmasters throughout the country, by which they could obtain an authoritative attestation of their qualification, would be a stimulus to them to increase their own attainments, and thereby prepare themselves to give a higher kind of instruction in their schools.

894. But at present it is possible for the trustees of a grammar school or the managers of a proprietary school to insist that the master shall produce a certificate from somebody which shall, to a certain extent, be a guarantee of his ability to conduct the business of teaching a school ?—Yes ; I was rather alluding to the body of private schools through the country.

895. Would you do more than render it optional to any man who set up a private school to endeavour to give his school that kind of recommendation which the certificate to himself of fitness would give, or would you go further and render it compulsory ?—I certainly would not render it compulsory, but I think a great advantage would be obtained from an authorative attestation of fitness. I have in my own mind, for example, that attestation which is given by the College of Preceptors. I believe it is very useful as far as it goes, but then it has not the weight of an attestation from a Government board.

896. I understand your plan would be to have a Government board which would give these attestations, but which it should be optional for the public to act upon, either with regard to private schools, or to grammar or proprietary schools ?—Yes. That is the idea which I have

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

thought of a good deal, and it certainly seems to me to present very great advantages.

897. You think that would be better than the present system of there being a certain number of bodies in the country that give the attestations, and leaving those attestations by experience to show their full value, trusting to the public by degrees to adopt them ?—Yes.

898. You think it would be better to initiate some central authority, which should give these attestations, than to leave the present system to work out ?—I think that a Government attestation is of great value, I mean an attestation under some central body. Now we will take for example the case of female education. There is a college in Harley Street, a very valuable institution indeed ; there is another college in Bedford Square. Both those bodies give certificates of qualification to those who have been educated there; but I feel quite sure that a certificate of qualification from a body having the character of a Government body in some way, would carry very much more weight with it to the public generally than the certificate of these colleges.

899. Have you at all considered how what you term a Government central authority to give certificates to schoolmasters should be constituted ?—I should have supposed that it would not be difficult to constitute such a body by a Government selection of a permanent commission.

900. Do you think it would be desirable that that commision should be connected with any good examining bodies which at present exist ? —I think it should be connected in this way ; that those examining bodies should furnish representatives. I think it would be very useful indeed that the universities of Oxford, Cambridge, and London, should furnish representatives in such a commission ; but I think it should be independent of them, for this reason, that the certificate of qualification would be something quite different from the degree of the universities. I think it very undesirable that the two should be in any way assimilated; and I understand that there is a strong objection entertained at Cambridge to the title of A.A. given at Oxford, because its value is liable to be misunderstood. I know it gives me a great deal of trouble, because I am continually receiving letters, asking me if this does not count as a degree. Men who have obtained it think that it ought to give to them the privileges which our University gives to those who obtain a degree in arts, and this confusion of titles, I think, is objectionable. I think the certificating body should be something separate and distinct from the universities.

901. (*Lord Lyttelton.*) Do I understand you to mean that in your opinion there is no actually existing body which sufficiently answers the description of the Government body alluded to by you, to be placed in the position you refer to ?—I do not see that there is. We will take for instance the University of London, which is the one most open to the adoption of any plan of that kind. The University of London requires a course of study; its degree cannot be obtained without passing three separate examinations at intervals of a year between each, and a certain definite course is required. The candidates who pass through that to the satisfaction of the examiners obtain their degree. I do not myself contemplate a course of study in such an arrangement. It seems to me that it should be open for any man to come forward at any time, and say, " I wish to be examined, and I wish to be examined " in such and such subjects." He may take his certificate in classics ; he may take it in mathematics, or in one or both. He may take as many certificates as he pleases, but he should not be required in such a plan, as it seems to me, to pass the complete curriculum which we

require. It would tend, I think, to confuse the distinction between special certificates and degrees. I may say that the senate have the power, formally given by charter, of granting special certificates of that kind irrespective of degrees; but they have preferred not to act upon it. It was a favourite plan of the late Mr. Warburton, who had much to do with the origination of the university; but the senate determined not to act upon that. It was brought strongly before them two years ago by an application from the School of Mines for special certificates; but after a full discussion of the subject it was considered undesirable to adopt any plan of that kind, which should tend to confuse in the public mind the degrees given upon a definite and prolonged course of study, and certificates which merely represent a certain amount of attainment.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

902. You are describing the course which this University, in its discretion, has pursued in declining to take such a position. But has it the power, under its present legal powers, to institute, if it thinks fit, a new system by which it might give diplomas?—Yes, it has full power to do so.

903. Then, suppose it thought proper to do so, do you conceive that the University of London, might be such a body as would be competent to give such certificates as you mean; and so as to secure public confidence in doing so?—My own opinion (I am speaking personally) is that it would not be so advantageous for any existing University to undertake such a duty, as for a board to be constituted, which should represent the culture, the educational views of different universities, and should combine the *prestige* of the older Universities with what we may consider the more progressive character of the University of London.

904. You attach importance to having an entirely new body for this purpose?—I should feel so. That is my own personal opinion.

905. You do not think there is any existing body, which only requires additional sanction from the Crown, or Parliament, to enable it to undertake such a function?—I should prefer seeing a body constituted as I have suggested.

906. Suppose such a system on foot, would you keep a public register of such qualified schoolmasters?—Yes, I think it should be certainly so.

907. Have you considered the question of a general central system of inspection of middle-class schools, not compulsory, but to be voluntarily undergone by them if they think proper; by some officer of a central body regularly from year to year and analogous to the Government inspection of lower-class schools?—I should certainly not be disposed to advocate any compulsory system of inspection.

908. I mean distinctly not compulsory?—You mean inspection asked for?

909. Yes.—I think great advantage might be derived from that. I know personally that the visits of intelligent inspectors in the best class of National and British and Foreign schools has been of very great value in removing defects, in pointing out deficiencies, and in improving the general tone of education given there. I would certainly not limit it to boys' schools, if such a plan were adopted at all; I believe it is more wanted in girls' schools than in boys' schools. I believe that the system of instruction in girls' schools is more slovenly (if I may use that expression) than in boys' schools. I have had great opportunities of knowing that there is a general want of definite clear apprehension of the subjects taught. If I may explain what I mean, I would say, in such a simple process as the teaching of arithmetic, the general mode of

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

teaching arithmetic through the country I am certain is the mere empirical mode of teaching the rules without the least knowledge of the meaning of them; so that a boy or girl may work a sum in long multiplication, for instance, or long division, without the simplest conception of the reason of the steps of the process.

910. Should any such system of inspection, be accompanied by some publication of the results of the inspection from time to time?—I think if such a system of inspection were adopted, the head of the school would have a right to some kind of attestation. I think nothing ought to be published that would damage the school. No direct fault should be found with it. I think the absence of recommendation would itself be sufficient.

911. If there were such a system of inspection, do you think there should be an annual report from the inspecting body of the general state of the schools to which it applied?—I think that would be very valuable indeed.

912. Does anything occur to you as specifically needed for the improvement of the old endowed schools as distinguished from others?—I think that if any general revision of the modes of instruction in these schools can be made (as has been made in the case of many schools known to me under the direction of the Court of Chancery), it would be extremely valuable. Now, in Bristol, with which I am most familiar from having lived there a large part of my life, when the old endowed schools were handed over to the Charity Trustees, a complete renovation took place, and both the Grammar School and what is known as the City School, Queen Elizabeth's Hospital, were entirely remodelled, and the plan of instruction was settled by the Court of Chancery. Both those schools are now in a very effective state. I believe that if a similar revision of the course of instruction could be made by authority in all the old endowed schools, if they could be all looked into and their state examined, and they could be duly re-constituted, the education of the country would be very much improved.

913. (*Dr. Temple.*) You said just now that you thought a system of inspection would be useful, and that you would not wish to make it compulsory. Do you think that if inspection were offered many schools would avail themselves of it?—I think they would. My impression is that there is at the present time a good deal of competition amongst middle-class schools, and that they are very glad to catch at any opportunity of bringing their establishments favourably before the public. I think it is a very fair ambition, if that attestation can be given by a real authority. It is the same kind of attestation that a man seeks in obtaining a medical degree, for instance. He wishes to get the best medical degree that he can, and desires that kind of attestation which the possession of that degree will give him. In the same way I think a schoolmaster would make it a legitimate object of ambition to improve his school, and bring it favourably under the notice of any authority which really would command respect on the part of the public.

914. Are you aware that the University of Cambridge now offers such inspection?—I have merely heard it by report.

915. You are not aware that they have had very few applications as yet?—I think it will be a work of time, and my impression is that the middle-class schools generally do not look to the older universities as their head, so to speak. They feel disconnected from them altogether. The middle-class schools to which I refer scarcely ever send any pupils to the universities. I am speaking of the lower middle class, if I may use that expression. The superior middle-class schools do of course send.

916. (*Lord Lyttelton.*) Do they not send them to the local examinations ?—I should think if you take the whole number through the country, that the proportion who do send them is quite a small one.

917. (*Dr. Temple.*) You propose that there should be a Government body to give certificates ; I do not quite understand you ; do you mean certificates of attainment in each separate subject, or of competency to teach ; to act as schoolmasters generally ?—I think my own feeling is in favour of certificates in each separate subject. That is just the distinction I would draw between certificates of qualification and a degree. Our degree in arts, for example, embraces a wide range ; not so wide a range as the matriculation, but still it embraces classics, mathematics, and mental philosophy. There may be many who would be very glad to obtain a certificate, and a high certificate, of qualification in classics, for example, or a high certificate of qualification in mathematics, who would not wish to go in for certificates in other subjects.

918. Would you include practical points, such as the power of teaching ?—I think that would be only learnt by inspection of the school. I believe that in the case of the certificates at present given to schoolmasters under the Privy Council office, inspection of the school is always required there before a certificate is given.

919. You do not propose to make the certificate depend at all on the inspection of the school ?—No ; I think the certificate should be simply a certificate of attainment. I do not see how it is possible to test by an examination the power of teaching. I think that the way in which a candidate would write his answers would, to a judicious examiner, very much show his power of conveying knowledge to another.

920. (*Lord Lyttelton.*) Would you include a certificate of moral character ?—I have not thought upon that subject. Those certificates are, generally speaking, matters of form I am afraid.

921. (*Dr. Temple.*) Are you not afraid that the result of such a system would be, that men would cram up one subject for examination, and then, having done that, neglect it and take up another, until they had got a long list of certificates, without a thorough knowledge of all the subjects ?—I think that good examiners should be able to test how far the knowledge is mere crammed knowledge ; and a man who had gone through a range of study, we will say classical study, and had afterwards turned his attention to mathematics, would be all the better, although he might have forgotten all his classics, for what he had gone through. His mind would have had what I called the gymnastics of classical study.

922. But you would not reckon a man who had passed an examination in, say, four different subjects successively at intervals of years, or of a year, at all on a level with a man who had passed the examination in those four subjects all at once ?—I think the advantage of separate certificates would be, that you would be able to require a higher standard of attainment ; and my impression, from my own limited experience, is that knowledge once attained, especially in early life, is not lost. In reading classics with my sons, I now find myself coming back with a much higher interest to classical authors than I ever had as a boy.

923. (*Sir Stafford Northcote.*) I understand you would propose a Government board which is to give attestations, and that those attestations would be merely attestations that the persons who applied for them had attained to a certain proficiency in certain subjects ?—That is as regards the certificates to teachers ; but I believe that a considerable advantage would be derived from the inspection of schools.

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

924. With regard to the attestations, what advantage do you think there would be in an attestation by a body of that sort over the attestations of the universities and other educating and examining bodies?—Because the universities will only give their degrees after a certain course of study has been gone through.

925. Do you not think that an attestation of attainments after a certain course of study would be more valuable than an attestation of attainment without any reference to the course of study that has been pursued?—Most assuredly; it would have the value of a degree over a certificate; but I am looking to this, the existing state of education through the country. The schoolmaster cannot leave his school and go up to Oxford or Cambridge, and follow two, three, or four years course of instruction there; he desires to present himself before somebody for an attestation of his standard of attainment, the standard of attainment which he can acquire by his own work in his own place.

926. There are means for obtaining such certificates, or there might easily be means found for obtaining such certificates through the intervention of the Universities, the College of Preceptors, and other bodies, which undertake the function of examining; do you propose to substitute a Government board of examiners for all those examinations, or to add a board of examiners?—I think that there is a danger in the universities undertaking such a function from the tendency there would be in the public mind to confuse the certificates given by the universities with their degrees; and I think again that it would be better to have a uniform system, rather than have the universities bidding against one another. I believe that in the middle classes throughout the country, a board constituted by Government would more readily come into relation with them.

927. In fact you would supersede, would you not, such a body as the College of Preceptors?—I think so; I think that is a mere makeshift, so to speak, which is answering a good purpose at the present time, and showing how the thing may be done very much better.

928. Do you think there would be any danger of a jealousy of Government interference in such a manner?—Let us take the case of the influence of the Privy Council board upon the lower-class education. The jealousy on that subject is limited to, I think, not a very large proportion of those who have attended to educational matters; and I know this, that inspection is courted in many instances where there is an objection to receiving Government grants.

929. Do you think that there would be any danger of jealousy being entertained by the middle classes of what would look like a Government system of education?—I think not; if it were left in the manner I would propose, so that there should be the most perfect freedom of action on the part of those whom it would affect, that is, nothing in any way compulsory, nothing but what would be felt by themselves to be an advantage; every freedom of choice given as to the subjects in which they would present themselves, and nothing offering itself to their minds but the advantage of obtaining that authoritative attestation.

930. You say that the schools are wanting in a certain kind of education, and that a difficulty at present exists in finding masters who are competent to educate as you think they should; do you think that if masters were properly educated, to the extent which you desire, it would materially increase the expense of their schools?—I do not conceive it need do so at all, because the education I should like to see given need not in any way, I conceive, be more costly than that which is at present given. I am quite certain that the time which is now

occupied in the course of study ordinarily pursued would not need to be increased. I am quite certain that there is an immense waste of time in the ordinary routine of study.

931. Do you not think that the masters certificated in this way would require a higher rate of remuneration than masters now do?—They would try to get it, no doubt, and they would, I think, have a right to it. They would look for their remuneration from a larger number of pupils perhaps, or to higher terms.

932. Is it not very probable that there would be a competition for those masters even among the higher schools of the country. Take for instance the case which we were speaking of, physical science; do you suppose that there are at present any sufficient number of teachers of physical science to supply the want of the higher and more expensive schools in the country?—There is, I believe, a supply quite equal to the existing demand, and if there were an increased demand I feel very sure that that demand would very soon be supplied in the course of three or four years. I feel sure there is among our younger men now rising up an interest in science which would lead them to give their attention to it quite in a sufficient degree to become educators, if only they had any encouragement.

933. Those would be the men who would go and take certificates before this contemplated board, would they not?—Yes.

934. And they would probably receive a higher rate of remuneration. Would not the fact of their receiving it have the effect of raising the rate of remuneration among all the certificated or attested schoolmasters?—It might operate in that way, but I should look to any raising of the standard of education through the country, if it is not raised above that which public opinion requires, to pay itself.

935. Do you suppose that the middle classes, and especially what you call the lower middle classes would not be willing to pay an increased, or a materially increased sum for the education of their children?—I think they would; and I base it upon this, that I have known among the poor that appreciation of the value of superior teaching, that where there are two schools within their reach, one we will say in which there is twopence a week to be paid, and at another fourpence, if they find out that the fourpenny school is the better one they will send their children to it. I know that in my own neighbourhood. I have had it under my observation for a good while.

936. The upshot of that part of your plan would be that there would be two classes of masters equally allowed by law to teach, some of whom would be attested, and some of whom would not be attested; that the public would be at liberty to send to whichever they pleased, that the rate of remuneration taken by the attested teachers would be higher than that obtained by the non-attested, but that in your opinion the middle classes generally would be willing to take advantage of the services of the attested teachers even at that increase of expense?—My impression is that they would if the disproportion was not great. I would just say that if the attested teacher found that he could not obtain the terms which he sought he would of course have to bring it down. It would be a matter of supply and demand in each case.

937. Would he have to come down, or would he go and serve a higher class of school?—That would be just a case of supply and demand. It would entirely depend upon the number of qualified men and the number of places open to him.

938. (*Rev. A. W. Thorold.*) Do you recollect any instance of a candidate coming to you from the artizan class for examination at the

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

University?—Yes, many. There is a case which I very well remember. It happened three or four years ago. Two young men, colliers in South Wales, worked for six months, laying by their money, in order to obtain an education at an institution called, I think, the Normal College, at Swansea. That is also the case in North Wales, and I feel sure, from the appearance of many of the men who come up, (I do not of course like to ask questions) that many of them are of the artizan class. Then we have had candidates from the Working Men's College in London.

939. Do you recollect any instance of a candidate from the Working Men's College in Great Ormond Street?—Yes, two or three.

940. (*Lord Lyttelton.*) Do you not imagine that of that class more come from London than from the country?—No, I think not. I have been rather suprised that they have not come to us more from the Working Men's College than they have done.

941. (*Rev. A. W. Thorold.*) Has any application yet been made to the senate with respect to the examination of ladies?—Yes; some years ago an application was made, and the question was then considered. The application was negatived on the legal ground that it was not considered that our charter sanctioned such an application. About two years or two years and a half ago the application was renewed, and the question was then very fully discussed on its merits, upon the question whether another legal opinion should be taken. That was the formal mode of raising the discussion; but the question was discussed very fully upon its merits at the largest meeting of the senate that I ever saw, and it was negatived by the casting vote of the Chancellor only. A very strong opinion was then expressed all round the senate, and by those who most strongly opposed the University of London concerning itself with the examination of ladies, by Lord Overstone especially, that there should be an authoritative body giving an attestation of that kind. Mr. Lowe spoke extremely strongly in favour of the University taking it upon itself, and of the advantage which he knew from his colonial experience that such an attestation would be to ladies who received a superior education and who had to make their own livings as governesses.

942. Have you formed an opinion yourself on the subject?—I have a very strong opinion that there ought to be an institution somewhat like the University of London in its constitution, which should give what you may call degrees to those who have gone through a regular systematic course of study. I think there are great objections to the existing universities undertaking that function. I think it should be a board constituted very much on the model of the University of London, which should have associated with it ladies of superior ability and attainments, who should themselves take part in the framing of the curriculum.

943. What do you think would be the distinct advantages accruing to ladies from that examination?—I think it would tend to correct the defect of which I spoke just now; the extreme slovenliness of the primary education, and the disposition to aim at showy attainments rather than solid culture.

944. (*Mr. Acland.*) Supposing we assume that the education of the middle classes may be taken under three heads: the higher middle class who are preparing for the universities and for learned professions, the middle who are entering into business about 18, and the lower who are going into business about 15, or as higher mechanics. Assuming that, could you give the Commission any estimate of the pecuniary value in the present state of public opinion and of supply and demand in England at this time of a good education for those three persons?—

My knowledge only extends to the first. In regard to the first I believe that you will find about 20*l.* a year is the average for day pupils at the superior middle-class school.

945. Will you support that by reference to some institutions ?—University College School, I think, charges 18*l.* a year ; with extras it amounts to about 20*l.* a year.

946. Are you not able to state the value of a thoroughly good day school in any provincial town, such as Bristol for instance ?—There I think about the same amount would be paid for a thoroughly good day school.

947. Are you not able to state what a tradesman, whose son would go to business at about 17 or 18, would be willing to pay for education which was thoroughly satisfactory to him ?—There are a large number of tradesmen's sons at University College School, and they do not demur to paying the 18*l.* a year.

948. My question followed up a former one with reference to Bristol ? —There are so many schools in Bristol ; there is the Grammar School. I forget now, I do not exactly know what the terms are, but my impression is that 10*l.* or 12*l.* would be cheerfully paid by tradesmen for a thoroughly good education.

948*a*. Do you think it desirable in aiming at the improvement of the education of the classes we are speaking of to throw the whole cost or nearly the whole cost on the parent as far as possible ?—I should be sorry to see any attempt to relieve them.

949. Supposing a very common case, that an endowed school has an income of 500*l.* or 600*l.* a year to devote to education, do you think that that money might be devoted to better objects than simply paying the salary of the master, and thereby cheapening the school fees ?—Yes; I think, decidedly, that it might be employed in widening the course of instruction ; in paying for the teaching of subjects which the parents are not yet educated, so to speak, to wish for ; by improving the course of instruction given in the school.

950. Do you think that the parents appreciate classical education at a higher money value than they appreciate what is called useful education —useful knowledge, that is to say, physical knowledge ?—I think they do, in the higher middle-class, certainly.

951. I am speaking of the next class ?—I think they look more to what is commonly called an English education, a good English education.

952. That is the education for which they would be willing to pay the highest money value ?—Yes.

953. Do you not think that their willingness to pay would depend very much on the profitable results of the education, as, for instance, in qualifying boys to pass the civil service and other examinations ?—I do not think at present their ambition generally rises so high as that, they generally look to what is more useful in their business.

954. Do you not think that a large number, certainly of the upper middle classes, are now looking forward to qualify themselves for Government appointments ?—Yes ; the upper middle classes ; but I do not think that extends to the middle middle classes.

955. Your former answer seemed to imply that it was necessary to endow physical teaching because it is not sufficiently valued by the public. I therefore wish to understand whether you think that literature stands at a higher figure in the market than physical science ?—I did not say teaching in physical science in particular. I said to extend the course of education ; perhaps you inferred from my answers being directed to that, that phyical science was the particular direction, but it is not so by any means. Modern language, I think, should be

W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.

14th Mar. 1865.

essential in any middle-class school, and certainly instruction in physical science; but there are many ways, I think, in which money might be advantageously spent in improving a school, besides adding to the endowments and emoluments of a master.

956. Do you not think that some of those endowments might be advantageously spent in exhibitions?—Yes, I believe there is a very great value in exhibitions given by competition.

957. Speaking of the medical profession, and possibly of some others, but especially of the medical profession in country districts, do you not think that the medical practitioner in the country is one of the persons most in need of assistance for the education of his family, looking at the rates of income which they are able to earn?—Yes, medical men, clergymen, and dissenting ministers. I believe that exhibitions which would be open to the sons of such men, who would be likely to get them because they come of an educated stock (I am a great believer myself in the transmission of mental aptitude from generation to generation), would be very valuable indeed to persons occupying professional positions; to persons of very limited means.

958. Do I understand you to say that you think the employment of the endowments in aiding the sons of poor professional men would be of greater national benefit than simply cheapening education to the wealthy middle class?—Yes, I think so indeed.

959. (*Dr. Storrar.*) Referring to the discussion which took place in the senate of the University of London as to the admission of ladies to take degrees, I think that the opinion entertained on the senate by those who opposed the admission of ladies to take degrees was not that it was not desirable to improve the education of ladies, but that it was inexpedient to enunciate the principle that the education of men and women must go in the same rut?—Yes, that was a view taken by many members of the senate, and very strongly urged by some medical members especially; I remember one of them framing it in this way: that the mental gymnastics for the male and female sex should be as different as the bodily.

960. So that it must not be assumed because ladies were not admitted by the senate to degrees, that any of them were averse to any system which would be calculated to improve the education of women?—I believe they were unanimously in favour of it.

961. Coming back to the question of inspection of schools. Looking upon the Government as the superior trustees of all the endowed schools of the kingdom, do you think it might be advisable or not for the Government to insist upon Government inspection of the endowed schools?—Yes; I think that endowed schools are held in trust for the public, and, as you say, the Government is a superior trustee. As regards the management of the property, I believe they are all under the authority of the Court of Chancery, and are responsible to the Court of Chancery. I do not see why they should not be made responsible for the education they give, as well as for the management of their property.

962. And then it might be competent for the Government to offer inspection to the proprietary and private schools if such proprietary and private schools chose to avail themselves of the offer?—Yes, I would make it perfectly free, and I believe that a system of inspection once adopted authoritatively in the endowed schools, would be much more likely to extend itself to the proprietary and private schools.

963. (*Mr. Baines.*) Is there not an advantage in competition between examining bodies, such as the universities of Oxford, Cambridge, and London, the Society of Arts, Civil Service Commission, the College of Preceptors, the Medical College, the veterinary colleges, the naval and

military colleges, chemical and agricultural colleges, legal examinations, degrees in universities; is there not an advantage in the competition of these several systems of examination constantly adapting themselves to emergencies, and therefore better suited for the public wants than the stereotyped form of Government examination?—There are advantages on both sides, undoubtedly; but I should myself be more disposed to place confidence in a board constituted by men having their own separate experiences, and representing separate interests, than in the examinations of bodies many of which have given to the public very little evidence, the Society of Arts for instance, of competency to manage any system of that kind. *W. B. Carpenter, M.D., F.R.S., F.G.S., F.L.S.* 14th Mar. 1865.

964. (*Lord Lyttelton.*) Is it at all certain that a Government body, such as you think of, would run into a system of examination too rigid and formal?—I should think it would be very unlikely to do so, if it were a varied body and a varied constitution. The Senate of the University of London for instance has consisted of gentlemen brought together representing various interests and various views in education, and men of eminence in various departments of classics, mathematics, physical science, mental science, and so on; and they have been able freely to discuss and consider their programme, and have shown anything but but a stereotyped system. In fact, the advantage possessed by the Senate of the University of London, has been their power of adapting their requirements to the wants of the public without regard to vested interests. Now take the Degrees in Science, a thing very much called for; I know that distinguished men of the older universities have very much wished that they could adopt a scheme similar to ours; Oxford and Cambridge have both done so to a certain degree, but in a much less complete way.

965. (*Dr. Storrar.*) In fact, if such a Government body existed, the action of the universities and other educational bodies in the kingdom upon this central body would be sufficiently strong to preserve adequate elasticity for the purposes required?—I think so, quite. A body of composite constitution, a representative body, would, I think, be sure to apply itself to the requirements of the times as they arose.

Adjourned.

Wednesday, 15th March 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

WILLIAM SMITH, ESQ., LL.D., called in and examined. *W. Smith, Esq., LL.D.*

966. (*Lord Taunton.*) What is your connexion with the University of London?—I am classical examiner there; I have held that post from the year 1853 to 1865, with one year's intermission, which was 15th Mar. 1865.

W. Smith, Esq., LL.D.

15th Mar. 1865.

necessary in consequence of the Charter, when I was re-elected; and for some years there was no separate English examiner. The classical examiners used to examine in English. I held that post for six years, from 1853 to 1859 inclusive. I have also examined at many private schools. Masters have requested me to examine them, so that I have obtained experience in that way.

967. I believe you are the editor of some very well known works, the "Dictionary of Greek and Roman Antiquities," and others, and I believe of a work recently published called the "Dictionary of the Bible"?—Yes.

968. You have chiefly viewed the question of education through the University of London, have you not, practically?—Yes, I am more acquainted with it from my connexion with the University of London; but I have also taken great interest in the subject all my life, and have had considerable knowledge of private schools.

969. Have you ever been engaged in the work of tuition yourself?—Yes, I was for four years an assistant master at University College; I have also been classical tutor in three Dissenting Colleges.

970. What in your opinion has been the nature of the influence of the University of London as applied to education?—It has been the same in degree, though I believe larger in area than that exercised by the Universities of Oxford and Cambridge on the grammar schools. As the Universities of Oxford and Cambridge have given unity and consistency to the teaching of the larger grammar schools, so I think the University of London has given the same unity and consistency to many of the middle-class schools and to the Catholic and Dissenting Colleges, and also improved their education.

971. Do you believe from your observation that the influence thus exercised by the University of London has been very beneficial to the cause of education?—I have no doubt of it. I can give many instances. I will, if you will allow me, first mention the case of the Catholic Colleges. There is at present a most excellent College in the north of England, called Stonyhurst College, conducted by the Jesuits. It consists of two departments, one for the education of priests, the other a junior school. When the University of London was first founded and the College was affiliated (which is the technical term at the University), I heard from my colleague, Mr. Burcham, (I was not then examiner,) that the candidates they sent up for examination came up very ill prepared, so much so that they were frequently rejected. They were withdrawn for a year or two, and after a lapse of some time they were sent exceedingly well prepared, so well prepared that I do not believe any of the boys from the sixth form of our public schools are better prepared. I do not think it is possible that they could have a better education given to them than Stonyhurst gives, and I attribute that very much to the influence of the University of London.

972. Has the influence of the University of London been exercised in the same manner with regard to the Dissenting schools?—Yes. I am aware of facts which make me sure that it has exercised that influence. Until the establishment of the University of London, there was in most of the Dissenting Colleges only one teacher for all the different branches of literature, and very little was taught but Latin and Greek, and that not very efficiently; but since the establishment of the University of London, two, three, and four tutors have been engaged in many of these Colleges, the *curriculum* has been extended, more accuracy in study has been introduced, and where 200*l.* or 300*l.* a year used to be spent in instruction, 1,200*l.* or 1,500*l.* a year are now expended upon competent tutors. It has been most beneficial to these

Colleges to have had some stimulus, some body *ab extra*, to test the attainments of the students, and to induce the tutors to exert themselves.

973. With regard to private schools, have you any reason to believe that the same effect has been produced by the University of London?—Yes, in the same way, by there being some external body to test the attainments of the boys. The masters have been more careful in preparing the boys when they knew they would have to undergo an examination, and as the subjects of examination became more numerous they of course had to teach those subjects.

974. Has it ever been objected to your system that the *curriculum* is too extensive to be adopted in schools?—Very frequently.

975. Will you have the goodness to favour the Commission with any observations that occur to you on that point?—It opens a very large question as to which is the better course, concentrating the attention upon a few subjects, or teaching boys a large number of subjects; but in a practical point of view I do not consider that there has been any difficulty in masters teaching the boys the subjects required by the University of London; and I ground it very much upon this fact, that the number of rejections at the University of London is much fewer in the case of boys who come directly from school than in the case of older candidates. We have at the matriculation at the University of London a very large number of candidates of all ages; many schoolmasters and similar persons who are anxious to obtain a degree, who come up at ages varying from 18 or 19 to 30; but the proportion of rejections is very much smaller in those whose age is between 16 and 17; and from that fact I think I am at liberty to draw the inference that there can be no particular difficulty in teaching these subjects in schools, or else the proportion of rejections would be much larger.

976. Do you apprehend that your examinations induce masters to prepare clever boys to the neglect of others?—That has been said, but I have no evidence in proof of the assertion. My own opinion is that any system which will induce masters to prepare the boys, even a certain number of boys carefully, must act beneficially upon the school at large; that the stimulus given will be felt all through the school.

977. Still, in conducting a school, do you not believe it would be desirable that the master should send up his boys in classes; say, for instance, all the boys in the head class, for your examinations, rather than that he should select particular boys?—Our examination, properly speaking, is merely introductory to higher examinations, and as the majority of boys in a school are not going through a professional education we could not at the University of London expect masters to send up whole classes.

978. We have it in evidence that in some schools it has been the practice with regard to the Cambridge and Oxford examinations for the masters to say that all boys in their head class shall of necessity subject themselves to a public examination. Speaking from the point of view of a schoolmaster, do you believe that that is a good regulation in a school?—I should think it a good regulation; but as applied to the University of London, which has only become, as I may say, by accident, a body for examining schools, and which does not profess to examine them like Oxford and Cambridge, I do not think it would be advisable to require that.

979. What should you say, speaking generally from your experience, are the leading defects of middle-class schools as they at present exist?—I must first draw a distinction. I can only speak of those schools as to which I have knowledge. I am only acquainted with the middle-class

W. Smith, Esq., LL.D.

15th Mar. 1865.

schools of the better kind; I mean those boarding schools where the terms (for that will give the Commission some idea) range from 50*l.* to 100*l.* a year. I have no knowledge of the schools to which the sons of clerks and the lower class of shopkeepers and farmers are sent. I can give no information on that subject. The defects of the other class I think are very mainly the defects of the grammar schools, as shown in the Report of the Public Schools Commission, with some super-induced defects of their own.

980. With regard to the teaching of classics, do you believe that boys are sufficiently and solidly taught in that respect?—I think the knowledge which most of them acquire is exceedingly meagre; that is the result of my experience. Judging both from the examinations in the University of London and from the examinations which I have conducted elsewhere, I have rarely met with boys who can translate the easiest piece of Latin or Greek *ad aperturam libri;* and even when they have prepared a book their knowledge of the grammar is most inaccurate. If they have read one book of Cæsar or one book of Homer carefully with their master they will be able to translate it, but directly you begin to question them on the commonest grammatical forms, they show very great ignorance. Of course there are exceptions, but I am speaking of what I consider to be the general state. I think one reason why their knowledge is so deficient is that they follow too much the practice of the old grammar schools. While there may be some excuse for the grammar schools, who look to keeping their boys up to 18 or 19 years of age, I think that in the private schools boys miss that kind of teaching Latin and Greek, which would be a good intellectual stimulus. It would require going into considerable detail to show what I mean.

981. You mean they pay little attention to grammar?—No, not entirely so. What I mean is, that the masters teach the boys too much by rote; it is merely learning the declensions and conjugations, going through the Delectus, and writing Latin exercises without any attempt to analyze words, to point out the connexion between Latin and English, the prefixes, the suffixes, the roots and the stems, so as to impart some degree of interest and give some intellectual benefit to the boys, if they do not proceed further. I mean that in public schools where the boy is to continue to the age of 18 or 19 you may first impart the knowledge synthetically, make him learn all those forms without giving him any intellectual notion of their meaning, because you will have time afterwards to do it; but in a school where the boy is to leave at the age of 15 or 16 you should try and get some intellectual benefit out of teaching Latin, even if he never acquires any facility in reading it; and I think that might be got by a better mode of education.

982. Do the boys come up knowing by heart any portion of Horace or Virgil, for instance, or any of the best Latin classics?—From some schools, but not to any very great extent.

983. Do they learn any passages of Homer by heart?—I should think not; or very rarely.

984. Are they generally better taught in Latin than in Greek?—No; I do not think there is much difference.

985. Though, generally speaking, the classical subjects are taught so defectively, do you believe that they occupy a very considerable part of the education in these schools in point of time?—Yes; I think these schools having no model to follow, as I said just before, follow the public schools blindly. As the upper classes go to those schools it is considered that what is good for them is good for the middle-classes; and as in this country there is a constant imitation by one class of

another, so the middle-class schools try to copy the grammar schools as nearly as they can, and give comparatively little attention to French or English and many other subjects which they might teach with advantage.

986. You think that those other subjects are a good deal neglected for the sake of what, after all, is only a very superficial and inadequate education in classics ?—Quite so. I think that if the boys had acquired a fair knowledge of Latin and Greek, there might be something to be said for the present system ; but seeing, according to the best of my judgment, that they learn hardly any Latin and Greek, there could be no harm in trying to introduce some other subjects which they might learn.

987. Do you mean that by a proper system they could come up knowing quite as much of Latin and Greek as they do now, and yet with a more competent knowledge of other subjects ?—I feel quite sure of it. I am almost tempted to say, although it may seem a paradox, that they would know more Latin and Greek if taught some other subjects.

988. With regard to the exact sciences, for instance, arithmetic, mathematics, and the elements of science, how do the boys come up in them ?—I can only speak of my impression, because I have not examined in those subjects. My impression is that they are better taught arithmetic and mathematics than classics, but in very few schools are they taught any chemistry or any branch of natural science.

989. Do they come up pretty well conversant with arithmetic and spelling ?—I am not competent to express an opinion on arithmetic, because I have not examined personally in this subject ; when I have examined private schools, I have not examined them in arithmetic. Spelling they are very defective in. That I know from the University of London, because all our examinations are conducted in writing, and the answers are frequently very badly spelt.

990. Have they a fair knowledge of English literature ?—In schools I do not think English literature is taught at all.

991. Not writing English or English grammar ?—English grammar is taught very imperfectly. I think it would be a very great improvement if in all the middle-class schools every class read some English author ; it would not only be teaching them their own language, but opening their faculties and cultivating their tastes, because the Latin and Greek they learn certainly does not cultivate their tastes ; they never read enough Latin and Greek to have their tastes cultivated. Every class might read a play of Shakespeare in one year, or a book of Milton, or Bacon's or Addison's Essays, or Cowper's Poems ; there would be no difficulty in that.

992. How is it with regard to the modern languages ?—I think modern languages are exceedingly badly taught, almost worse than the classics. The class of teachers is generally bad, and few French masters appear able to keep order, or to teach the boys at all. Where I have found the languages best taught has been where the French has been taught by an Englishman ; I think the boys have made more progress, and have known more of the language.

993. Do you think, generally speaking, that the masters are as competent as could be desired ?—I think that is one of the greatest defects under which the private schools labour. I must say, in justice to the gentlemen who conduct the schools that I have examined, — I am speaking now of private schools, as distinguished from proprietary and grammar schools,—that they have been upon the whole a well-educated class of men, conscientious, and anxious to do their duty ; but they, one

W. Smith, Esq., LL.D.

15th Mar. 1865.

and all, complain that it is impossible to get good assistant masters. I have letters constantly, not only from people that I know, but from complete strangers, asking me to recommend assistant masters, and saying again and again that salary would be no object; that they would not hesitate to pay 50*l.*, more or less, if they could obtain a good man; and inquiring if I knew any young man who had passed his examination at the University of London. As showing the difficulty which exists in getting assistant masters, I may mention that out of, I suppose, 30 letters of that kind which I received last year, I was not able to recommend one assistant master.

994. What do you apprehend is the general scale of salaries given to the assistant masters?—I would take the liberty of reminding the Commission that I am speaking all along of the better class of schools; I should say that the salaries average from 50*l.* to 100*l.* or 120*l.*, with board and lodging. 50*l.* is given to a young man when he first enters, and I think 70*l.* or 80*l.* is a very common salary for a good master. When I said that a master would not object to 50*l.*, I meant that instead of paying 50*l.* a year, he would be willing to give 100*l.*

995. (*Lord Stanley.*) In regard to what you have said as to the difficulty of getting good assistant masters, do you think that arises from any unpopularity of teaching as an occupation?—Yes, I think that has greatly to do with it. I think that masters, unless they are clergymen, are regarded with considerable dis-esteem by the community, and especially by the middle classes,—a dis-esteem which is founded on some reasonable grounds, because many of the schoolmasters and teachers throughout the country are not gentlemen, and not people whose society would be appreciated or liked.

996. Do you think it depends at all upon this, that there is a great difficulty for a man in the position of assistant teacher to rise to any considerable position in the profession which he has taken up?—Unquestionably I think that is also another reason. If you had not asked me those questions, I should have suggested those two things as two of the great reasons.

997. With reference to what you have said about the teaching of classics in middle-class schools, I think I understood you to say that the chief objection to the way they are taught is inaccuracy, the want of a thorough foundation being laid?—Yes, that is one reason.

998. Do you think that arises to any extent from an attempt to do more than is possible in a given time?—No, I do not think so, because they have abundance of time, if they knew how to occupy that time. It is not as if they were teaching many other subjects.

999. You think then that there is, at the same time, a somewhat too exclusive devotion to classical teaching, and then that that very classical teaching to which other things are sacrificed is inaccurately and imperfectly carried on?—Yes, that is my opinion.

1000. When you stated that the modern languages were worse taught upon the whole than the classics, did you mean worse taught in regard to a scientific knowledge of grammar, or worse taught for the popular purpose of speaking or carrying on correspondence?—I should say both. I had more particular reference to the first point to which you allude, but on the second point I do not think they are taught for practical purposes with any advantage.

1001. (*Lord Lyttelton.*) Have you had an opportunity of comparing the state of middle-class education, as you see it in these examinations in any of these subjects, with that of the classes below them?—No, I have not.

1002. (*Mr. Forster.*) I think I understood you to say that you thought the deficiency of the education in schools which came under your notice has partly arisen from too much imitation of the great public schools in teaching classics ?—Yes.

1003. You are of course aware that there are two great objects in the classical education of public schools, one giving them a knowledge of the classics, and the other the supposition that classics is the best mode of increasing the power of the boy for his future life ?—Yes.

1004. Do you consider that the teaching in classics which is given to the boys who come under your notice fails in the second of these objects as much as in the first ?—Yes, I do ; I consider it fails equally in both.

1005. Do you find that any other teaching is given to the boys which appears to supply the second of those objects ?—No.

1006. Not mathematics ?—No, I think not ; of course that again opens a large field ; personally I should not consider that mathematics would be of the same advantage in training the mind as classics.

1007. My question was, whether your experience led you to suppose that that want was supplied in no other way, neither by mathematics nor by natural science ?—No, I think not ; and moreover my impression is that neither mathematics, nor, still less, natural science, is taught in so thorough and complete a way as to take the place of that thorough training of the mind which classics afford in public schools, even if it could ever take the place.

1008. What knowledge in mathematics do the average number of boys appear to have ?—I do not feel myself competent to say, because I have not paid sufficient attention to that subject.

1009. What knowledge do they appear to have of English history ? —Do you mean the boys who come up for examination at the University of London ?

1010. I see that at page 44 of your regulations the second subject is English language, English history, and modern geography ?—I should say that the knowledge of those who come up for examination to the University of London in English history is very fair, as good, in fact, as you have any right reasonably to expect, speaking of the average. The subject has been well read and carefully considered, and reproduced with considerable clearness and ability on the part of the candidates.

1011. Would you give the same praise to their knowledge of the construction of the English language ?—No, I should not speak quite so favourably of their knowledge of the language; and I should say that the way in which I have described the English history applied only to the last year or two of the discharge of my duties as English examiner. It is a striking fact, that while I do not consider that the preparation of the candidates for their classical studies has much improved, while I do not think they do much better now than they did 10 years ago, yet in the other branches of subjects at the University of London, in the English literature and language (and I am told also in chemistry, but I speak from my own knowledge as to English history and language), the tendency of the candidates has been towards improvement.

1012. Would the same remark apply to modern geography?—Yes; but there is not much of that subject; the modern geography rather forms a portion of the history paper. As far as the examination of the University of London is concerned, I am not competent to speak from my own knowledge of any subjects except the first one or two in the regulations, namely, classics, English language, and English history.

1013. In giving the salaries of assistants, you stated that they ranged from about 50*l.* a year to 120*l.* a year ; will you tell us what you think

W. Smith, Esq., LL.D.

15th Mar. 1865.

is the average sum paid for French masters in schools?—Speaking still of the schools of which I professed to give testimony, I should say about 40*l.* or 50*l.* a year, rather under 50*l.* than over.

1014. Do you know how much of such French master's time is taken up?—In a comparatively small number of schools have they a resident French master. But I was speaking of schools where they have a resident French master. Where they have a resident French master he is expected to give his whole time, and the principals frequently, if possible, throw upon him some of the writing or drawing. If he is an assistant residing in the school, they consider all his time at their disposal; that is one of the great evils under which the assistant masters labour, that in boarding schools the principals require that the whole time of the assistant master is to be given to the school.

1015. Do you imagine that the average number of the boys that come before you for examination in the classics would be at all likely to be able to read with any ease to themselves any Latin book four or five years after leaving school?—No, I should say a very small proportion indeed would be able to do it.

1016. (*Lord Lyttelton.*) In the English papers, how is it with regard to accuracy of expression, and accuracy of thought as shown by that expression?—I think they are expressed as well as might be expected from boys who have not been well taught.

1017. Do they give the appearance of undeveloped powers?—No doubt; that is what I meant by saying it was expressed as well as you could expect from boys not well taught,—that many do show considerable power.

1018. Is the handwriting generally good?—The handwriting is generally not bad; though some write very badly indeed; but I do not think, as an examiner, having to look over 500 or 600 papers annually, that I have any great reason to complain of the handwriting.

1019. You look upon the performances in English literature as comparatively good, as compared with classics; do you think favourably of it not only comparatively but on the whole?—Yes, on the whole I should speak favourably of it.

1020. (*Sir S. Northcote.*) The class of schools of which you are speaking are schools in which boys remain till about the age of 15 or 16; what becomes of those boys afterwards generally; do they go on to complete their education elsewhere?—A few do. Some go, say, to University College in Gower Street; but the large mass of them, I think, do not go on with their studies. Some go from those schools to private tutors to prepare for the Universities of Oxford and Cambridge. Any one who is acquainted with the Colleges of Oxford and Cambridge knows that, after all, the proportion of the men at Oxford and Cambridge who come from the public schools is comparatively a small one. Many of these private schools furnish boys for the Universities, only they do not go straight from them to the Universities; they frequently go through an intermediate education.

1021. But a considerable proportion of them go directly to the business of life, or to some practical professional training with a view to the business of life?—No doubt.

1022. You say that the effect of the examination of the University of London has been to improve the education in those schools. In what way do you suppose the University of London has exercised an influence. Has it been merely the stamp of the examination, or has it been any advantages offered to those who pass the matriculation examination, which has induced improvement in order to bring boys up to that standard?—There are various ways in which the University of London

has influence. First, it is enabled to offer certain positive advantages, because many youths who are going into professions, such as the legal or medical profession, has to pass a literary examination, and both the legal and medical professions recognize the examinations of the University of London as dispensing with the necessity of passing another examination. So also with the military examination at Sandhurst, and there are, I believe, other bodies of the same kind. Then, in addition to that, all young men who wish to obtain a degree in either arts or medicine, must first pass through the matriculation examination of the University of London. In addition to this (a thing which probably the senate of the University never thought of when it instituted these examinations,) a great many schoolmasters, finding that the examination is respected, have been anxious to show to the parents of their pupils that their boys were able to pass such an examination. Moreover, the University of London gives scholarships and prizes, which has no doubt induced clever boys to come up for examination.

1023. Do you think that the effect of improving the schools has been at all to attract to them a different class of scholars from that which they had before. Have you any means of judging?—No. I hardly see how they would attract a better class, because that supposes that the parents would be anxious to look out for a very good school.

1024. What I mean is this. Do you suppose that parents of a higher position in society, and of greater means, have begun to send their boys to schools to which they would not have sent them in the unimproved condition which preceded the effect of these examinations?—No; as far as my experience and knowledge goes, I should say not.

1025. Do you suppose that the expense of the schools has been at all increased simultaneously with the improvement in the education given?—Yes, I should think it has, so far as my knowledge goes. I have in my eye just at present two or three schools which have increased their terms; but still my experience is too limited on that point to draw any general conclusion.

1026. In those two or three instances can you tell us what the increase in the terms was?—About 10*l.* a year.

1027. From what sum to what sum?—In one case the terms were 60*l.*, which were increased to 70*l.*, and in another case the terms were 70*l.*, which were increased to 80*l.*

1028. You have no reason to suppose that that increase drove away boys of the class which previously came to those schools, or attracted boys of a higher class?—I think the schools remained stationary. I know in one school some parents withdrew their boys in consequence of the increase of the terms; but in those cases which I am acquainted with them, I do not think the school was affected one way or the other; their numbers remained pretty stationary; what they lost in one way they gained in another.

1029. That is exactly the point upon which I wish, if I can, to get evidence. Whether they lose boys of the class for which the school was originally intended, and receive in their place boys of a higher, that is, of a more wealthy class?—No, I should say not; because 10*l.* a year is so small a difference in schools, of which the terms vary from 50*l.* to 100*l.* a year.

1030. What I wanted to ascertain was, whether parents were sufficiently alive to the advantages of an improved school to be willing to pay a fair increased price for the improvement?—Some would, but I do not think the majority would.

1031. (*Mr. Baines.*) Have you examined for the Society of Arts?—No.

W. Smith, Esq., LL.D.

15th Mar. 1865.

1032. Nor for the Civil Service Commission?—I have only examined for the India Civil Service; I have never examined for any other branch of the Civil Service, and of course the India Civil Service examination deals with higher subjects.

1033. Following up the questions which Sir Stafford Northcote has been putting to you, is it your impression that parents appreciate more highly the value of education now and are more willing to pay a good price for it than they were formerly?—I think that in that class of the community of which I am speaking they were always disposed to pay a tolerably fair price for education. I do not think, myself, that there has been any very great difference in this respect among what may be called the respectable classes.

1034. Still you think that the tendency of the University examinations is in a decided degree to improve the character of those schools that send up scholars as candidates?—I have no doubt of that.

1035. It must therefore have a tendency to act upon both parents and teachers, will it not?—Yes; and it also has a tendency to increase the expense. It has a tendency to increase the expense by enlarging the number of subjects, and consequently by requiring a larger number of teachers.

1036. Looking at this list of subjects for the matriculation examination of the University of London, should you persevere in saying that you would not only have the classical but the mathematical subjects; arithmetic, modern languages, English literature, history, geography, and natural science also; and (I suppose) that the candidates who pass must have studied more or less most of those subjects, and have attained a certain proficiency in them?—I have been misunderstood. When that question was asked me I was not speaking in reference to schools which sent up their candidates to the University of London. Unquestionably the *curriculum* of the University of London, if carried out into schools, is quite extensive enough, in my opinion, if anything a little too extensive; but I professed at the beginning that I was giving testimony not only from my experience of schools from my connexion with the University of London, but also from my knowledge of schools from personal examination; and it was in reference to the second head, not at all in connexion with the University of London, or in reference to schools connected with that University, that I believe they give too little attention to other subjects except Latin and Greek.

1037. (*Mr. Acland.*) You have referred to two classes of schools; will you describe the kind of schools which are connected with the University of London to which your last remark did not apply?—The schools connected with the University of London may be grouped into three classes; first, the Catholic Colleges, which have schools attached to them; secondly, the Dissenting Colleges, which have not schools attached to them, but contain young men who have been imperfectly educated previously, and to whom it is therefore important to go through a regular literary course; and, thirdly, other schools of various kinds. To classify them would be a work of considerable difficulty; but I may say, that in the first place there are a great many of the proprietary schools that send boys for examination, and in the second place a great number of private schools of which the terms are from 50*l.* to 100*l.* a year. I do not think there are many of the cheaper schools which send their boys up to the University of London.

1038. Do we understand you that the defects of which you have spoken do not apply so much to these higher schools?—The defects of which I have spoken do apply to some of those schools which I have examined privately; but it does not follow that those schools send up

pupils to the University of London ; it is only a comparatively small number of schools that do so.

1039. Speaking of those who do send up their scholars to the University of London, do we understand that the defects which you have so strongly depicted do not generally apply to them ?—They could not apply to the same extent, as attested by the fact that the pupils are able to go through the examination.

1040. Do you think that the position of the assistant masters is much better in those schools ?—Not much better ; it is from those very schools that I have received the applications to which I alluded just now.

1041. Do you think that some of the defects of which you have spoken are attributable to a well-known circumstance, not necessarily under your own special observation, that in private schools of the lower kind, a great number of the boys are not preparing for a University career, but are preparing for miscellaneous occupations in life ; and has not that circumstance a very great tendency to split up the schools, and to fritter away the attention of the master in a number of little subjects to please the parents ?—My impression is that the parents, as a general rule, do not care sufficiently about the subjects which their sons are taught to trouble the masters much to teach one thing or another.

1042. Is it not a very common practice for parents in the secondary walks of mercantile life to press the masters to qualify their boys for particular situations ?—I do not know.

1043. You stated, I think, that you do not consider mathematics as to be compared with classics in the way of training the mind ; when you said that, did you mean to say that you thought mathematics an inferior instrument for the preparation of a man who is to spend his life in calculations and business ?—No ; I did not mean to say that ; I only spoke as to the effect for a general training.

1044. Is it your opinion, looking to the occupation of the bulk of the middle classes of England, whether in agriculture or in commerce, that mathematics is a most important element in their training ?—I consider it is a very important element, but I am still disposed to think that languages are a more important one.

1045. For fitting men for their work ?—For fitting men for their work.

1046. As distinguished from the culture of the imagination and the heart ?—Quite so ; for cultivating habits of thought. To prove it would be occupying the time of the Commission in a way which I am sure they would not desire.

1047. As to the position of the schoolmasters, is it the fact that a great number of those schoolmasters have themselves been in a subordinate situation in private schools ?—No doubt ; and many of them are very good schoolmasters, because they are men of great energy and habits of economy, who have saved money and have succeeded to the master under whom they have served ; the master, perhaps, allowing part of the purchase money to remain on mortgage, having confidence in these men. One of the best private schools which I now know is conducted by two gentlemen, both of whom have risen from the ranks, as one might say ; they were under-masters of that school for a very long time ; they saved money, and upon the principal retiring they purchased the school of him, the principal allowing a considerable part of the money to remain on interest.

1048. Do you think that is a common case among private schoolmasters ; are there many such cases ?—I do not know.

W. Smith, Esq., LL.D.

15th Mar. 1865.

1049. (*Rev. A. W. Thorold.*) By what method generally have you ascertained the results which you have arrived at with respect to the schools of which you have given us information to-day?—By two methods; first by judging from the pupils who have come from the schools for examination to the University of London; and secondly, by private examination of such schools, boy by boy, and class by class.

1050. (*Mr. Forster.*) Are we to understand that in consequence of your connexion with the London University, applications are sometimes made to you by schoolmasters for the inspection of their schools?—Not so much in consequence of my connexion with the University of London as of my literary reputation, as editor of the "Dictionary of "Greek and Roman Antiquities," and other works. I think it has been more in consequence of that than in consequence of my connexion with the University of London.

1051. Can you give the Commission any idea of the number of schools in the course of a half-year which that brings you into personal knowledge of?—Latterly I have entirely declined examining schools; my time is too much occupied, and applications were always more numerous than I felt inclined to accept; but for some years, on an average, I examined about six schools a year.

1052. Would you apply that to different parts of the kingdom or to the neighbourhood of London?—I should say within a radius of 30 miles from London.

1053. Were you ever in the habit of making reports of those schools which you furnished to the masters?—I always declined to make reports for publication; I sometimes furnished private and confidential reports to the master for his own guidance, as to any deficiency of teaching on the part of the under-masters, and as to the attainments and deficiencies of the boys.

1054. Were those reports ever published by the schoolmasters?—They were given on the condition that they were not to be published, because I did not like to have my name used to advertise the schools.

1055. (*Rev. A. W. Thorold.*) You spoke of great deficiencies in elementary classics and knowledge; do you consider that an objection to teaching classics at all in strictly commercial schools?—No, provided they were taught differently. When I say the classics, I would confine myself to Latin, for I would not, in commercial schools, teach Greek. I think the elements of Latin might be taught in such a way as to train the mind very beneficially even though no facility was ever acquired in reading any author in the language.

1056. Do you think Latin versification of importance in its effect on the teaching of grammar?—No, I attribute no value to it at all, except in the case of boys who make some progress in the language. In my judgment I think it would be better to be discontinued in commercial schools.

1057. (*Mr. Acland.*) Do you think that some of the evils which you have noticed could be met by any other form of composition, as tending to give a boy greater command over the elements of the language?—Yes, I think it would be a very great improvement in all schools, in the public schools even, and I am surprised it has not been introduced, to make written compositions from Latin into English, corrected by the masters, a regular part of the work. I believe it would do more than anything else to improve a boy in his knowledge of the classical languages and to give him facility and accuracy in the use of his own.

1058. Should you recommend the re-translation back again into Latin?—I have no doubt that would be very advantageous; I would recommend it strongly in the case of older pupils; but in a school it

would be attended with practical difficulties; you could hardly debar a boy from the use of the original.

1059. (*Rev. A. W. Thorold.*) If it was necessary to decide between the teaching of the classics or of the physical sciences in the school, which would you prefer; of course both being elementary?—I do not see the necessity of deciding between them; they are subjects so entirely different that it is almost impossible to make a comparison; at the same time, if the question is put in this way,—whether I consider language or science the better mode of training the mind? I should reply, language; but I certainly would not exclude from schools the teaching of physical sciences.

1060. Is it likely that the necessity of finding capital for conducting a private school acts as a bar against young men entering the profession?—Yes, I should think it was.

1061. (*Dr. Storrar.*) You have spoken with very great distinctness of the beneficial influence of the University of London matriculation examination upon the Catholic and Dissenting Colleges; you have not spoken so distinctly with regard to the private schools; do you think that the beneficial influence has been as strong in the private schools as on the two other classes of educational establishments?—I believe its influence has been beneficial, but I should doubt whether it has exercised so great an influence, and for this plain reason, that the private schools have other bodies to look to to set the stamp of authority upon them; they have got the Universities of Oxford and Cambridge, and the middle-class examinations conducted by those Universities, while the Catholic and Dissenting Colleges have only the University of London to look to.

1062. (*Lord Lyttelton.*) Do not the Dissenting Colleges make use of the local examinations?—No, I think not; I am speaking of the Dissenting Colleges as distinguished from the Dissenting Schools.

1063. (*Dr. Storrar.*) Could you say that the special influence of the University of London on private schools had not been inconsiderable?—I only meant that I do not consider that it has exercised so great an influence on private schools as on the Catholic and Dissenting Colleges, but I still believe that it has exercised a very great and important influence upon private schools.

1064. When you speak of the very great importance of training in private schools derived from your experience as examiner in the University of London, do you mean it to be inferred that it would call in question in any degree the *bonâ fide* nature of the matriculation examination?—No, by no means. I believe that one reason why the University of London has exercised so great an influence upon the colleges and schools has been from the strictly *bonâ fide* character of the examination; that unless a candidate can pass an examination in every one of the subjects he is sure to be rejected. I do not mean to say that the standard is pitched very high, but up to the point at which it is placed it is absolutely necessary that the candidates should attain it. For instance, taking classics, no candidate who utterly and completely fails in answering the grammatical questions is allowed to pass. The grammatical questions which are set are exceedingly elementary; declensions of nouns; perfects and supines of verbs; the easiest pieces of English to turn into Latin; but still if the candidate does not answer these questions and translate a little bit of English into Latin tolerably correctly, he is rejected.

1065. As to the enlargement of the *curriculum* of studies in schools, that enlargement has been objected to by many educators?—Yes.

W. Smith, Esq., LL.D.

15th Mar. 1865.

1066. It has been objected that the introduction of some studies, such, for instance, as English History, leads to cramming for an examination; have you any observation to make upon that?—I consider that the ordinary remarks about cramming are exceedingly ill-judged, and frequently show a want of consideration on the part of people who make them; because if by cramming is meant the acquiring with accuracy such a subject as history in all its details, and being able to reproduce it with accuracy and clearness, it seems to me to be one of the most valuable means of education which you have; it is what is needed in every-day life. Nothing is more useful to a member of parliament, a barrister, or any other person, than to be able to master a subject thoroughly and reproduce it clearly. If that is cramming, I think that cramming is an exceedingly good thing.

1067. (*Lord Taunton.*) We will now go to another branch; directing your attention to the three great divisions of schools into private schools, proprietary schools, and endowed schools, has your experience enabled you to form any judgment of their relative merits?—In reference to the private schools of which I have been speaking, my impression is more favourable than that which many persons entertain. I believe that one of the very great defects of private schools arises from the circumstance which I alluded to just now, viz., the inferiority of the assistant masters, and the impossibility of obtaining good assistant masters; while in the proprietary schools and the grammar schools, from these assistant masters not living frequently under the same roof, having lodgings of their own, or a house of their own, and also from their occupying more the *status* of gentlemen, you obtain a better class of men, though oftentimes the salary may be no more; that I think, in the first place, to be a great advantage possessed by proprietary and endowed schools.

1068. Is it the case that the private schools are necessarily conducted, with regard to salaries and other things, more upon the strict commercial principle with regard to expense than grammar or proprietary schools, in which they are enabled to spend money for the sake of giving an improved education, though it may not be directly remunerative?—In a private school conducted by a gentleman with a view to profit, the commercial principle must, more or less, operate, but still, as I said before, I believe that the majority of the masters of the schools with which I am acquainted see that their own interest is sufficient to induce them to give a good salary, but it must of course be with a view to their own interests chiefly.

1069. If that is so to a certain degree, still is there not a greater inducement in the case of private schools than in the case of proprietary and grammar schools to look to the immediate saving of money, and thus to curtail the salaries of the assistant masters?—I should doubt it, because I believe the very effect of the commercial principle with an intelligent man is to prevent him from curtailing the salaries; he sees that it is more for his interest to give a good salary than a low one.

1070. I presume that in the lower class of the middle-class schools to which your attention has been specially directed, the inducement very much to curtail the salaries of the assistant masters would apply in a greater degree?—There is no doubt of that, because the importance of education is not so much valued by the parents, and therefore it is of less importance to get good assistant masters.

1071. Will you have the goodness to state any opinion you have formed of the general comparative merit of proprietary, grammar, and private schools?—My own impression, I must say, is more in favour of

the better class of private schools than that which I find many persons entertain. I expressed that just now. I think that the masters, as a general rule, are very conscientious, and the fact of the existence of the commercial principle oftentimes makes them more anxious for the progress of their pupils than the masters of grammar schools and proprietary schools. The very commercial principle is the thing which works beneficially in their case, so that instead of its being an injury, it is the thing which makes the school a good one. Taking the University of London, I mentioned a public institution, and I had no objection to mention it, because it has distinguished itself so much, I mean Stonyhurst College; it would not be right for me to mention any private schools, but there are some private schools which send their boys up for examination to the University of London in a way most creditable to themselves. I cannot think it would be possible to send boys up better trained and better prepared. With the exception of Stonyhurst, I should say that the boys at the University of London come better trained from private schools than from the proprietary and grammar schools. That is the result of my examination. I know that it is opposed to what one might expect, and it was opposed to my own views until I had obtained this practical knowledge.

1072. You have been led by experience to form a very high opinion of some of the advantages of the private schools?—Some of them. I stated in a former part of my evidence that I considered the education in many of those schools was exceedingly defective, but I think that some masters conduct many of these schools with considerable care and ability.

1073. Have you become well acquainted with any of the proprietary schools which have lately come under your notice; I do not ask you as to any particular one?—Yes. One objection which is felt to the proprietary schools by many parents unquestionably is that they want to send their boys away from home, and the proprietary schools do not provide for boarders to the same extent that private schools do. The majority of proprietary schools are intended for the neighbourhood in which they are started; and I think that is the great advantage of proprietary schools, that they give a good education, or they aim at giving a good education, to persons in the neighbourhood who cannot afford to send their sons either to the public schools or to more expensive private schools.

1074. Do you think that in the proprietary schools the masters are frequently interfered with in an inconvenient way by the directors of the schools?—Yes, I think they are. I knew two or three proprietary schools, in years gone by, which were entirely ruined by that circumstance. There has also been this great inconvenence attending a proprietary school, (I have got one in my eye at the present moment,) that parents who are shareholders send their sons there, and sending their sons there they are naturally anxious to be on the committee; they are therefore put on the committee, and then they are disposed to interfere. It happens in this way:—A person takes a share in order to send his son; having taken a share he is put on the committee; being on the committee he thinks that things might be better managed; that his boy has not had attention paid him; and hence there is a constant interference. One school which I know of was broken up entirely, and several of the proprietary schools which were established about 15 or 20 years ago failed in consequence of such interference. A few have survived and are flourishing.

1075. You think that the master holds hardly a sufficiently independent position in many instances, in the case of proprietary schools, to be

W. Smith, Esq., LL.D.

15th Mar. 1865.

able to do his duty effectually?—No, I do not think he holds so independent a position as the head of a private school, who only has to deal with the parent, who oftentimes lives at a distance, and therefore does not interfere; while the parent, living on the spot, and being on the committee, is disposed to interfere constantly.

1076. Still in the case of a judicious committee, they would feel the importance of giving proper independence to the master, I presume?—I am afraid that is not found to be the fact. They ought to feel it, no doubt.

1077. Does not the same objection occur with regard to grammar and endowed schools sometimes; do not the trustees very improperly interfere with the master, and thus diminish his usefulness?—Perhaps they do, but my knowledge would point to a contrary conclusion; that, whatever may be the reason, the majority of the trustees of grammar schools, after appointing a master, leave him very much to himself, and unless some religious question arises, they do not interfere. The trustees are more disposed to interfere if the master holds religious views which they do not approve of.

1078. You think, generally speaking then, that the master of a grammar school is in a more independent position than the master of a proprietary school?—That is my opinion decidedly.

1079. And that the master of a private school, as far as independence goes, is better off than either?—I do not know that he is better off than the master of the grammar school. He owes obedience to nobody, and in that respect he may be said to be better off.

1080. Have you had any opportunity of forming an opinion of the moral habits of discipline of these different classes of schools?—Not sufficient to compare them.

1081. I suppose, if any abuses in that respect existed, they are more likely to be found in the lower class of private schools than in those with which you have had relation?—Yes, I should think so. I have a strong opinion that the commercial principle is upon the whole in many respects beneficial in making the private schools better than might be supposed at first sight.

1082. You think the parents generally speaking are sufficiently enlightened about education to be able to judge for themselves in the matter?—No I do not think they are particularly enlightened on the point of education; I do not think they very much care. I do not think they take much interest as to the subjects which are taught; but I think that they still have a sufficient judgment and a good judgment as to whether a boy has attention paid to him or not.

1083. In considering the question of middle-class education, are you able to suggest to the Commission any measures that in your opinion are practicable and expedient for effecting its improvement?—It seems to me that almost the first thing which is necessary is to have some body *ab extra* to give a stimulus, to point out in some way or other what the course of education should be, and in general to exercise upon all the schools that kind of influence which Oxford and Cambridge exercise upon one class of schools and the University of London exercises upon another. Unless there is something *ab extra* up to which the teachers can work, something which can give unity and consistency to the whole, I hardly see how any improvement can be introduced, except very gradually and slowly by the influence of public opinion.

1084. Can you point out any practical measures which in your opinion it would be well to adopt in order to effect that purpose?—That is exceedingly difficult. I do not think, in the first place, that it

would be at all advisable, even if it were possible, to attempt, as has been proposed, any general system of registration. In the first place I think it would be so impracticable that it is hardly worth while discussing the question. There are so many interests involved that I would not interfere in the least with the perfect right of everybody to set up a school, and to teach it as he liked. I would not require any certificate from the State, any certificate for the master, or any licence for the school, or anything of the kind whatsoever. I would still preserve entire liberty. Looking at the matter historically, I see that the great benefit to the grammar schools has been the influence exercised by the Universities of Oxford and Cambridge, which has given them unity and consistency, plan, order, method, and stimulus; and, just as I see the beneficial influence exercised by the University of London, especially on the Catholic and Dissenting Colleges, so I think that if some body could be started which could exercise the same indirect influence, it would be attended with advantage to middle-class education.

1085. Would you apply that to the private schools especially?—To the private schools, of course; to proprietary schools and to the lower grammar schools, which do not send their boys to the Universities.

1086. Can you suggest any machinery by which, in your opinion, this could be accomplished?—That is rather for the statesman than for the scholar to suggest. It is enough for the scholar, who sees what is wanted, to point out the want, leaving it to the politician to provide the means.

1087. Do you think it possible that any body could be formed, representing the great educational institutions of this country, which, without direct interference, might give a unity to the whole system, and which would effect the objects which you think so desirable?—Yes, I think it might be possible. I think that the Universities, both of Oxford, Cambridge, and London, have got their own business to pursue. Take the Universities of Oxford and Cambridge more especially, where the staple studies are confined to Latin, Greek, and mathematics, though they have been enlarging them recently, we could perhaps hardly expect them to undertake this task; and so with the University of London, the same objection would apply, though not to so great an extent. It is quite impossible to hand it over to the University of London, to the exclusion of Oxford and Cambridge. So that practically I think that the Universities should not have it given to them; and for another reason, that in order to do the thing efficiently, it should be the one sole business of a Board or Committee, with its own officers, to work it thoroughly. It has occurred to me (if I must make a suggestion), whether some Board could be appointed by the Crown, of men eminent in various positions of society,—members of the two houses of legislature, men eminent in science and literature,—a Board, in fact, of a representative kind,—an unpaid Board, of course,—who would give their time and attention to the improvement of education. I do not anticipate any very great immediate advantages from the establishment of such a Board. Its operation could only be gradual, but I think it could not fail to have considerable influence, and a steadily increasing influence.

1088. (*Lord Lyttelton.*) You mean for middle-class education?—Yes.

1089. (*Lord Taunton.*) What should be the nature of the functions which you would assign to such a Board?—I think as far as the higher grammar schools are concerned they are sufficiently cared for by the Universities. The great prizes which are to be gained at the Universities will naturally mould and determine the education of the schools,

W. Smith, Esq., LL.D.

15th Mar. 1865.

and if the Universities enlarge their *curriculum*, the public schools will enlarge theirs. When a fellowship at Trinity or a studentship at Christ Church can be obtained for other subjects besides those for which it is obtained at present, then those subjects will be taught in the public schools, but not till then. I do not think that the Board which I am speaking of should trouble itself at all with the great public schools. I leave them out of the question. I think it might operate in this way: if such a Board were established it might undertake to examine schools, and it should have some prizes placed at its disposal, as the University of London has, for those boys who distinguish themselves most. Its examination papers of course would be published. By the publication of its examination papers, and of the subjects it would expect all schools to be examined in, it would give an idea of what such a Board considered to be the subjects necessary for education. I think that even many of the schools that did not undergo examination would gradually adopt the system,—the course of studies; it would be found by many of the proprietary schools and by many of the private schools that it was really for their interest. It becomes a question whether with the endowed grammar schools such a Board might not have some compulsory power given to it, excepting certain great schools for the reason which I gave just now; but I do not feel at all sure whether it would be desirable that such a Board should have any compulsory power.

1090. But for the rest, you would leave the whole thing voluntary, both with regard to the certificates of masters and with regard to inspection?—Yes. I would give them power to examine masters and give certificates to masters, but I would exercise no compulsion. I think that such a Board could be formed at a comparatively small expense. If we look at the University of London, we find that the annual grant from Parliament is certainly considerably under 5,000*l.* a year.

1091. You do contemplate some public money being given to promote an establishment such as you would propose, but not a very considerable amount?—A moderate sum, I think, would be sufficient.

1092. (*Lord Stanley.*) Has not, in practice, the University of London very much resolved itself into such an examining body as you propose?—Yes. I said just now that I think the University of London might discharge these duties, but there are two reasons against that; first, I do not suppose that Oxford and Cambridge would allow those duties to be given to it; and secondly, I think, in order to operate to the great extent to which such a body ought to operate, it must be brought prominently before the public as an Educational Board, as a Board for the examination of schools and schoolmasters, not with a power of granting degrees.

1093. (*Lord Lyttelton.*) With regard to both those points, do you not think from what you have said that Oxford and Cambridge have such a monopoly, or nearly so, of the region you have spoken of in respect to the upper classes, that they would without any difficulty surrender the middle classes to the University of London or to any other well-selected body; and with regard to the second point, do you not apprehend that by the action of the Crown or of Parliament any powers requisite to be given to the University of London might be given with a view to its exercising those very functions?—I can see no objection to that; but with all due deference to your Lordship, I can hardly think that Oxford and Cambridge would allow that.

1094. (*Lord Taunton.*) Are there any other means that you wish to state to the Commission by which you think the profession of teach-

ing might be raised ?—One of the great difficulties which the profession of teaching labours under is this, that in this country it is practically identified with that of the clergy ; that the general opinion is that unless a man is a clergyman he is not fit to be a teacher. So completely is this the case that when any proprietary schools are started it is generally made a *sine quâ non* by the committee that the head master should be a clergyman; and even in the endowed schools, in numbers of which the trust or foundation deed does not require the master to be a clergyman, it is generally insisted upon that he shall be a clergyman.

1095. Would you apply that to small schools as well as large ones ?—Yes, in all cases where it is worth the while of a clergyman to take the mastership. Take, for instance, such a school as Rugby ; it is not required by the foundation deed that the master should be a clergyman. Take, for instance, St. Paul's,—take almost all King Edward the Sixth schools,—all the schools founded at the time of the Reformation. There is no requirement in their foundation deeds that the master should be a clergyman ; but so completely is public opinion in favour of the head master being a clergyman, that when King Edward the Sixth's school at Birmingham was reconstituted by Act of Parliament, there was a clause inserted in the Act that the head master must be a clergyman, though by the original foundation deed of the school there was nothing of the kind required. The practical bearing of these remarks is this, that as long as it is considered necessary for a schoolmaster to be a clergyman, you shut out a large number of people who might be trained for educators ; you thereby limit your area for the selection of schoolmasters.

1096. I think you stated that in your opinion public opinion was very much the cause of this preference to clergymen in these schools, whether rightly or wrongly ; that they derive an additional guarantee for the moral habits and character of the schoolmaster from the circumstance of his being a clergyman ?—I think the opinion of the public, which in many cases is very well founded, though it does not state it in so many words, is this,—that practically speaking unless you get a clergyman you cannot feel sure that you have a competent person ; and that is the fact. At present, teaching as such not being a profession, it is almost necessary for governors of a school or for private persons in selecting a school to have a clergyman, in order to feel sure that they have got a suitable man to teach the boys.

1097. You think that the teaching of the upper and middle classes as well as the lower classes should be treated as a profession more distinctly than it is at present ?—Yes, as on the continent. I think it surely must be the case that when a man gives his whole time and attention to a thing, he is likely to do his work better than if he belongs to two professions.

1098. (*Lord Stanley.*) Is that a matter in regard to which in your opinion legislation or administration can do anything, or is it a matter entirely to be settled by public opinion ?—No doubt mainly by public opinion. I think that in order to improve the education of the middle classes you want some external body to give some kind of example, stimulus, method, and plan. Whether that body should be the Universities of Oxford, Cambridge, and London, or whether it should be any new Board, I am not prepared to say. I am clear however, looking at experience, that you do need something *ab extra;* and you will not get the schools to improve their standard of education unless they have some standard to work up to.

1099. (*Lord Lyttelton.*) Your proposed Board would give certificates or diplomas of attainment ?—Yes, they would give diplomas of attain-

W. Smith, Esq., LL.D.

15th Mar. 1865.

ment ; they would also give prizes to the most distinguished boys in books and money.

1100. They would give diplomas to the masters ?—Yes. Then there is another question which arises which is one of the utmost importance, and that is whether it is possible to have any training colleges for the schoolmasters.

1101. Do you think it important that they should give two further certificates, one as to practical ability to teach and the other as to moral character ?—Yes, I think so.

1102. Is it your impression that in the schools you have been personally acquainted with the moral discipline of the boys is generally attended to ?—Yes, I think it is attended to.

1103. That the parents are solicitous on that subject ?—No doubt. The parents, I think, are more solicitous as to the religious and moral training of the children than as to their intellectual training.

1104. According to their several opinions, you are aware of their being anxious about the religious teaching of the schools ?—No doubt.

1105. (*Sir Stafford Northcote.*) Do you think that a Board such as you have been speaking of would have the same kind of influence that a University has upon the schools connected with it ?—Yes, I should think it would. I should think it would acquire it in course of time.

1106. You said a little while ago, in answer to a question of mine, that amongst the sources of the influence of the University of London upon the schools which it has improved, were the privileges which attach to the degrees of the University of London and to those who had passed the matriculation examinations ?—Yes.

1107. Do you consider that it would be desirable that such a Board as you contemplate should be able to confer privileges of an analogous kind upon those who pass its examinations ?—No doubt.

1108. Is it not one of the causes of the influence which the Universities have upon the schools that they carry on the work of education, and the school work up their boys, in order to enable them to profit by further education at the Universities ?—That would apply to Oxford and Cambridge, but not to the University of London. It is simply an examining Board. The University of London gives no instruction at all.

1109. Does not a matriculation examination imply that there is some further educational process to be carried on ?—Yes, only not by the University.

1110. But by bodies in connexion with the University ?—Yes ; but the connexion is only nominal. Many persons have a misapprehension about the University of London. It is in reality only a Board of Examiners appointed by a body of gentlemen who are appointed by the Crown.

1111. The point of my remark was to ask you this question. Do you think it would be better that instead of establishing a mere Board of Examiners, some steps should be taken for the foundation of what might be called a middle-class University ? Have you considered that question ?—I consider that with the University of London and the different Colleges, and the great impetus now given to various branches of knowledge at Oxford and Cambridge, it would be unnecessary.

1112. Is it not the case that candidates are not allowed to present themselves at the matriculation examination of the University of London until they have completed their sixteenth year ?—Yes, that is the rule.

1113. Supposing a middle-class University was founded for the benefit of boys whose education terminates usually at the age of 16, would it not probably have an examination which might be passed at an earlier age?—I do not think, supposing such a middle-class University were founded, there would be any advantage in a boy entering upon it till he had completed his sixteenth year. It is quite early enough.

1114. Of course I am contemplating a University which would not carry education so far as the Universities of Oxford and Cambridge, or the Colleges which are in connexion with the University of London. Have you ever considered the idea of making use of the foundation of Christ's Hospital for the establishment of a great middle-class University?—No.

1115. You have not heard that idea thrown out?—No.

1116. The examination of the University of London is accepted by certain bodies and by certain professions?—Yes.

1117. Do you contemplate any similar or analogous advantages being attached to the examinations of the Board which you have proposed?—No doubt, because those advantages which the University of London possesses are the same as those possessed by the local examinations at Oxford and Cambridge; but it is not with that view that I am in favour of establishing a Board. I think that such advantages as you allude to would follow as a matter of course.

1118. What I want to ascertain is, how you would expect that external body would operate on the schools? Would it operate simply by the *éclat* that would be derived by the boys from the fact of a good examination, or from the direct advantages which those boys would derive in being admitted into certain professions?—I should say I am not very sanguine about the operation of such a Board; but I think there would be, in the first place, the direct advantages of being admitted into certain professions; in the second place there would be the pecuniary prizes which would be given; and thirdly, the advantages to the institutions whose scholars passed the examination derived from the advertising of those institutions by the examinations. This would bring the institutions more prominently before the public, and would attract pupils, especially in the case of the private schools.

1119. (*Mr. Forster.*) Have any of those schools, the examination of which you stated you have made, been grammar schools?—No.

1120. Have any of them been denominational schools?—Yes.

1121. Any considerable proportion of them?—No; not any considerable proportion—a small proportion.

1122. Have any of them been proprietary schools?—Yes. I have examined a few proprietary schools.

1123. Are we to understand that the information which you are able to give us from your inspection of schools chiefly applies to private schools?—Yes.

1124. And therefore the comparison which you are able to make with private and other schools is made with a greater knowledge of the private schools than of the other schools?—Unquestionably, as far as the results of examination go.

1125. Are we to understand that your opinion of the private schools is only gained from a small proportion, even of the private schools of the higher middle class?—Yes.

1126. I understood you to state that your general impression was upon the whole, comparatively speaking, favourable to private schools. Now, taking the special subjects, first as regards classics. Would you consider that the teaching in private schools of classics was equal to what it is in the grammar schools of about the same cost?—I have

W. Smith, Esq., LL.D.

15th Mar. 1865.

taken the liberty of stating before that I have a considerable knowledge of the teaching of all these schools from the examinations at the University of London, and judging from that I should say that the teaching of classics in the private schools was equal to that of those who come from the proprietary and grammar schools to the University of London.

1127. Does the same remark, as far as your information goes, apply to modern languages ?—I have not the means of forming an opinion.

1128. As regards English literature ?—Yes. In English literature I should say that the private schools were superior to the grammar and proprietary schools.

1129. In natural science ?—That I do not know.

1130. I suppose that we should be right in supposing that a great proportion of the sons of men of business of pretty fair means are brought up in schools at about the cost of these which you have been describing? —I should think so.

1131. Do you imagine that in these schools, generally speaking, book-keeping by double entry is taught ?—I do not know ; I have never asked the question, and have not the slightest idea.

1132. Have you examined any schools which were solely day schools ?—No.

1133. Could you give the Commission any opinion as to the relative advantages of day schools and boarding schools ?—I stated that I was master in a day school for four years, one of the largest day schools in London—University College in Gower Street, and there they have no boarders. A few of the masters take boarders, but there are no boarders in the school house, and the number of boarders is so small as practically not to be worth taking into consideration. My own impression is, that the boys at these day schools do not, as a general rule, make so much progress as those in the boarding schools, and for the plain reason that the majority of parents have no time to attend to the boys out of the school hours, and they prepare their lessons much as they like.

1134. I will ask you one question with regard to discipline. In those schools which you have examined do you think corporal punishment has been generally adopted ?—Corporal punishment has been adopted in most of them, but very sparingly.

1135. With the rod or with the cane ?—In no private school which I know of is the rod used. It has always been the cane.

1136. With regard to your suggestions, I understand you to suggest the establishment of an Educational Board ?—I suggested it with great diffidence, expressly saying that I do not feel myself competent to suggest how it should be carried into effect ; that that is the work of the statesman, and not of the scholar ; but I feel strongly the necessity of having some external body.

1137. The objects being, in the first place, to have a body of that character in the country that diplomas given by it would be an object of ambition to schoolmasters, and, secondly, of that character and knowledge that they would be able to examine and inspect schools with advantage. Are those your two objects ?—Yes ; and as a consequence or a corollary of that, which is of still more importance, in my mind, that it would afford some kind of standard of education which all schools might hope to reach.

1138. To afford such standard in what manner ? By describing what the education ought to be, or by being themselves the head of some training school which should be an example of education ?—No, not by being the head of a training school, but showing what the education should

be, by the nature of their examinations, by the public papers, and by the general regulations which they would draw up for examination, which would of itself prescribe the teaching which must be adopted at the schools.

1139. (*Lord Lyttelton.*) Would you publish a *curriculum* of studies?—My idea is that they would not publish a *curriculum* of studies, but they would publish a *curriculum* of subjects for examination, which would imply a *curriculum* of studies.

1140. (*Mr. Forster.*) Do we understand you to say that you would imagine such a Board should be unpaid?—Certainly.

1141. Do you think it would be possible to obtain the services of men of sufficient knowledge to be able to inspect, examine, and set the *curriculum* of education gratuitously?—Certainly not; but I said the Board should be an unpaid Board. I did not mean that its secretaries, its examiners, or its clerks should not be paid. It follows as a matter of course that they must be paid.

1142. Are we to understand then that the object of this Board would, in a measure, be to be a means by which the State should furnish inspection to such schools as wished to be inspected?—No doubt, without its being done by the State. The Board would be a sort of breakwater between the State and the public, and also as an experiment in a small way. If it failed there would be no particular discredit or loss. It would be brought before Parliament every year by an annual vote, and might be dropped if found not to answer.

1143. You are aware that a suggestion has been made of compulsory inspection of middle-class schools; what is your opinion of that?—My opinion is strongly opposed to it. I would not interfere in any way with the complete freedom of education.

1144. In the opinion which you gave, that it was undesirable that clergymen should have so practically a monopoly of education as they have now, did that remark apply to clergymen of the Church of England or to ministers of all religious denominations?—It applied to ministers of all religious denominations.

1145. Then all the remarks you have made about clergymen must be understood as including ministers generally?—No doubt.

1146. (*Lord Lyttelton.*) Do you mean that among the Dissenters there is the same preference of ministers of religion for teachers as there is in the Church of England?—Yes.

1147. (*Mr. Baines.*) Would such a Board as you recommend have the same *prestige*, the same advantages as the old Universities of Oxford and Cambridge have among the higher classes, and the London University among the Dissenters and middle classes?—I do not suppose it would; certainly not the same advantages as Oxford and Cambridge possess.

1148. Nor perhaps the same advantages among the industrial and mercantile classes as the Society of Arts examinations?—That I do not know. It is exceedingly difficult to say before such an experiment is tried.

1149. There are several other examining bodies, such as the College of Preceptors, the Councils of the various professions, medical, legal, naval, chemical, and so on; have not these bodies in their respective departments great influence over the professions to which they are attached?—Some of the bodies which you have mentioned have, and others have not. I should be strongly opposed to giving the power I am mentioning to any body like the College of Preceptors, consisting of schoolmasters. I think that would be to interfere with all reform. I think in all professional matters the governing body should be chiefly, or at all events to a great extent, the laity. One advantage which the

W. Smith, Esq., LL.D.
15th Mar. 1865.

Church has is that it is governed by the Crown, and one of the great disadvantages of the legal and medical professions in their government, I take it, is that they are under the direction of lawyers and medical men; but I think (and I say this advisedly) that it would be a great evil to give the regulation of teaching to schoolmasters.

1150. (*Lord Lyttelton.*) Should the Crown nominate all the members of the Council?—Certainly, in my judgment. I am strongly of opinion that that is the best way.

1151. (*Mr. Baines.*) Is there not, however, an advantage in having several competing bodies, in striking out new modes of examining and inspecting?—Yes; I see no objection to that. Nothing should be done to interfere with any existing bodies. What I propose would not interfere with any body in existence.

1152. Do we not owe much to the competition which has existed of late years; for example, that between the London University and the older Universities?—Yes. My proposed Board would only be introducing another element into the competition.

1153. Not to supersede those which at present exist?—Certainly not.

1154. May I ask your opinion upon this point (though I do not know whether as a scholar that is what you particularly consider), do you conceive that for the middle classes of the country it is possible to have too high an education?—No; I do not think we should have much danger of that for a long time to come. It is all too low at present.

1155. Do you consider that it is possible for boys to remain at school till they have acquired so strong a literary or scientific taste that they lose the taste for the active industrial occupations of life?—The number of boys who acquire that strong literary or scientific taste is in this country so exceedingly small in my judgment that we need not trouble ourselves to consider that.

1156. Still you would make some distinction between those intended for trade or for agriculture and those intended for the learned professions and for public life?—Parents would choose for themselves; but my idea is that there might be a general education given in the middle-class schools which would be suitable for all, comprising Latin, French, mathematics, English, the elements of chemistry, drawing, and singing. It seems to me to be that every boy ought to be taught these subjects at school.

1157. (*Rev. A. W. Thorold.*) You said that there was a great disinclination among young men to become assistant masters?—Yes.

1158. Those young men, I conceive, are chiefly laymen?—Yes.

1159. Does that circumstance appear to you in any extent to create a necessity for clergymen becoming head masters of schools?—No.

1160. Are you aware of any other practical disadvantage for clergymen being schoolmasters besides that you have mentioned of laymen being discouraged to enter the scholastic profession?—Yes.

1161. Will you state what?—The fact of a man being a clergyman naturally, unless he is at the head of one of the great endowed schools, leads him to be looking forward to the improvement of his position in the Church, and hence he does not discharge his duties as schoolmaster with the same diligence and efficiency, however much he may wish to do it (it is human nature that he should not do it), as if it was the only profession he had to look to. In the great public schools a clergyman as head master has reached, you may say, the height of his profession. He can hope for nothing better. If he is made a bishop, in point of emoluments he is not so well off, or not better off; but in a great

number of schools the fact of a man being a clergyman is, in my opinion, against his being a very good master.

1162. (*Lord Lyttelton.*) He does not look to it as a settled career for life?—Yes; that is the great point why I should like to see the professions separated. It is not from an opinion that a clergyman would not be an equally good schoolmaster, or any prejudice against the clergy, but merely that he has another profession to look to.

1163. (*Mr. Acland.*) Is not the work of a schoolmaster very hard work?—No doubt it is.

1164. Then is it not therefore desirable to give a man an opportunity of ending his days on some other occupation, and is not that in fact one very great inducement to persons to go into the scholastic profession as it now stands, that they hope to earn a considerable income during the middle of life and to retire on a parish?—I do not know whether that operates, but the legal profession and the medical profession are equally laborious; and a man in those professions ought, on the same grounds, to be able to look forward to retiring on something different.

1165. (*Lord Lyttelton.*) Then they have great prizes?—Yes.

1166. (*Mr. Acland.*) Do you think that at present there is not a sufficient number of high scholastic appointments open to laymen to make it worth a layman's while to follow teaching as a profession?—Certainly there is not a sufficient number open; that I have a very clear opinion upon.

1167. Do you think that if more scholastic appointments were open to laymen, then public opinion would no longer require the head masters of schools to be clergymen?—Of course such a change could only be gradual; but if laymen occupied important positions in schools, I think such a change would be brought about.

1168. Referring to what you suggested as to the mode in which classics might be taught to young men who are likely to enter into business early in life, do you think that classics could be so taught in the way you have suggested, and also taught with a view to higher scholarship to two sets of boys in the same school with advantage?—I think the way in which I should propose to teach the classics would be equally desirable to the boys who are going on to the higher branches of classical literature; in other words, the way which I propose would, I think, be beneficial as a commencement for every boy.

1169. I understood you to say, what has been said no doubt by many practical teachers also, that you thought, in the case of boys who were going on to the higher scholarship, they might, without great disadvantage, gain the facts of language very early in life, and vivify them by reflection and higher reading later?—Yes.

1170. Supposing that to be a good method of teaching, and one which undoubtedly I suppose has great experience in its favour, do you think that it would be quite easy to carry that on with a sort of middle class application of Latin in the same school?—My impression is that the former is not the best mode of education or of teaching Latin. What I said was this, that if a boy is to continue his classical studies he may learn the language synthetically and analyze it afterwards without any particular disadvantage; yet, if he never is to continue it, it is of no use acquiring it in that way; but I, personally, would teach the language from the beginning in an analytical manner.

1171. Have you considered the question of bifurcation or the separation of schools into two departments, one preparing for the Universities and the learned professions and the other preparing for business?—Yes.

W. Smith, Esq., LL.D.

15th Mar. 1865.

1172. Can you give an opinion on that subject?—Hitherto I have been speaking with the idea that the boy is to leave the school at a comparatively early age; but if boys are to continue till 17 or 18, I can see no objection, but, on the contrary, great advantages in a bifurcation at the age of 13 or 14. After that age those who are going into business might take up the physical sciences and pay more attention to modern languages; while those who are going on to the University should continue their Latin and prosecute Greek, which I would not begin teaching early in the school.

1173. Have you considered the practicability of carrying on those two systems in the same school?—Yes; I have heard that they have been carried on in some schools in this country with advantage, and on the continent it is done at several of the schools. I see no practical difficulty in it.

1174. Do you think it desirable to treat the education of the commercial classes as a separate education, and to provide distinct machinery for it?—No; I have a strong opinion on that subject. I am well aware that in Germany they have the Real-Schule, but I have a strong reason for thinking they would fail in this country, and it is this:—There is such a tendency in this country to imitate the upper classes, everyone trying to be as near as possible like those above them, that if a school was started as a Real-Schule there would be a very great prejudice against it.

1175. When I said "machinery," I did not mean only schools; I understood the Board which you suggest to be, in fact, a machinery for the guidance of the education of a particular class?—Practically so, but it would not appear as such; it would appear as a Board of Education, or by whatever other name it was called. If any compulsory power were given to it as to the examination of grammar schools, I would propose that certain schools should be exempted from the operation of it; say the nine public schools, that were examined into by the Commission over which Lord Clarendon presided; but I would not call it by any name which would apparently limit it.

1176. Would you practically assign to it a particular department of English education?—Yes; practically I should assign to it the superintendence of that education which lies between the British and Foreign schools and the National schools on the one hand and the nine or ten great grammar schools on the other.

1177. Would you point out some distinction between those nine or ten schools and some perhaps not less than twenty or thirty other schools professing to give the same kind of education, such as Marlborough, Cheltenham, and others?—No, I do not think you can draw any distinction.

1178. Should you exclude them?—You must draw the line somewhere, and I would only draw the line in that arbitrary way, because the Crown had already drawn it by the appointment of the previous Commission.

1179. After considering the case of the higher proprietary schools and a large number of grammar schools, not included amongst those nine schools, you would still bring them within your Board and exclude the nine?—I would not exclude the nine if they liked to avail themselves of it. As to the exclusion, it was merely in case of any compulsory power being given for the examination of grammar schools.

1180. Do you contemplate giving any compulsory power to this board over any kind of schools?—No, I did not; I only threw it out as a suggestion, that if any compulsory power were given it should be confined to the endowed grammar schools. I am not at all prepared to say

that compulsory power should be given to the Board, but if compulsory power were given (that was my point) I would confine it to the endowed grammar schools. Then the remark about exempting certain schools is this—that after everything connected with the former schools has been so completely investigated by a Royal Commission, their endowments and so on ascertained, and an Act of Parliament brought in in the present session to regulate them, it would seem quite an unnecessary thing, and would provoke opposition, to include them in any compulsory power.

1181. In the answers which you have now given, have you considered the fact that the Commission presided over by Lord Clarendon was purely a commission of inquiry, whereas the Board which you appear to suggest would be a permanent and standing body ?—Yes. I am only saying, that if any absolute power were given to the Board, I would exempt the nine schools, because not only was there a commission of inquiry, but an Act of Parliament has been brought forward to regulate those schools.

1182. Have you noticed any good or evil effects from the Civil Service examinations, or from the Military examinations, or any other public examinations which you have not already spoken of ?—I have certainly seen some good effects from the Civil Service examinations.

1183. I think you said that you had acted as an examiner ?—I examined in English history and literature for the India Civil Service; but I have also in schools seen boys, whose parents had a promise of an appointment under the Crown—say a clerkship in the Admiralty or in the War Office—much more diligent than they had been previously. I believe it has given a considerable impetus to education in many places, because the appointment being given to three or four, and one to be chosen out of the three or four, a boy, whose father had such an appointment promised him, has felt it absolutely necessary to work. I have also heard that from masters.

1184. Have you not heard of cases of pupils being crammed by committing to memory matter which might be produced in the examinations of various kinds without the slightest profound knowledge on the subject ?—No doubt ; that is done constantly, and is unquestionably an evil, but an evil which it is impossible to guard against. The better the examiner is, of course the less will that be done. Examination does not come by the light of nature any more than any other science.

1185. You are not prepared to suggest any mode of examination for cutting that up ?—No ; it can only be done by an examiner taking great pains so to frame his questions that the answers shall not be crammed for them.

1186. (*Dr. Storrar.*) Are you of opinion that the art of examination has been very much improved since the institution of those examinations which you are now referring to ?—Yes. I think more pains have been taken and are being taken.

1187. That more skill is directed by the examiners to distinguish the result of cramming from real fair educational training ?—Yes, I have no doubt of it. At first an examiner, when he is new to the subject, is, like every one else, more likely to be imposed upon ; but if he is a man competent for his post, he learns so to frame his questions as to render it more and more difficult for the answers to be given by cramming.

1188. As a result of that improvement in examination, are you aware of there having been of late years less success on the part of crammers as distinguished from fair educators in the passing of their men ? —I do not know from my own knowledge. I have heard it stated in

W. Smith, Esq., LL.D.

15th Mar. 1865.

reference to the University of London. How it may be in reference to the Civil Service I cannot say.

1189. Referring to an answer you gave a short time ago, looking to the State as the superior trustee of the endowed schools, and therefore bound in some degree to guarantee the education that is given in these schools, do you think it would be an extreme course for the State to take upon itself the inspection of the education given in those endowed schools ?—Not if it was considered desirable for other reasons.

1190. Of course leaving the inspection optional to the private schools ?—That must be so in my judgment.

1191. (*Mr. Erle.*) I should be very glad to have your opinion as to the relation which ought to subsist between the governors of proprietary and endowed schools and the master ; the extent to which the master should be independent of the government body ?—I think practically he should be entirely independent ; that in all details the governing body should only interfere when there is some matter of principle involved ; but if he introduce books of which they disapprove, or forms and divisions of classes of which they disapprove, they ought not to interfere. They had better take great pains in choosing a man and then sacrifice their own judgment to his. Unless they do that, I do not think the school is likely to answer.

1192. (*Lord Lyttelton.*) Would you apply that to discipline as well as to instruction ; for instance, as to giving the power of expulsion without appeal ?—Yes. I certainly would give him the power of expulsion without appeal. As to the matter of corporal punishment, that should be settled when he is appointed.

1193. (*Mr. Erle.*) Should you say that the master should be irremovable by the trustees under all circumstances ?—No.

1194. Supposing a master, from temperament or any other incidental circumstance, is a totally unsuccessful master, but there is no actual charge of anything approaching criminality or neglect, or anything of that sort, to be laid against him, but the school is an utter failure under his government, should he be removable or not removable ?—I would give the trustees the power of removing a master, and I think that having the power of appointment and the power of removal, they should not interfere in the details.

1195. (*Sir Stafford Northcote.*) Would you give the power of removal without reasons assigned ?—No. However painful or delicate it may be for governors to assign reasons, I think they are bound to do so. It forms a kind of check on the exercise of power, because it is a sort of appeal to public opinion.

1196. Though they must be reasons assigned at their own pleasure, for which they would not be held responsible to anybody else ?—Held responsible to no one except to public opinion, which is sure to express itself.

1197. (*Mr. Erle.*) You would not say that ill success should be a reason ?—Yes ; I think if a man fails entirely, they could put it in as gentle a way as they liked, but they might remove a person for want of ability to manage a school in a way to ensure its success.

1198. But I would put the case of a man of great scholarship, but not having the personal qualities enabling him to communicate instruction to others ; and practically the school failing without the possibility of assigning a very distinct cause for it ; should not the trustees have the power of removing him ?—Unquestionably ; but why should they not state that reason ?

Adjourned.

Tuesday, 21st March 1865.

PRESENT :

LORD STANLEY.
LORD LYTTELTON.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD STANLEY IN THE CHAIR.

PETER LE NEVE FOSTER, Esq., M.A., called in and examined.

P. Le N. Foster, Esq., M.A.
21st Mar. 1865.

1199. (*Lord Stanley.*) You have, I think, been for some years Secretary to the Society of Arts ?—Yes.

1200. And I think, some time since, that Society undertook to establish examinations in various parts of the country ?—Yes, they began in 1856.

1201. So that you have had eight years' experience of the system ?—Yes. The system was altered in 1858. The real system has been in operation since 1858. The first two years were on a very limited scale. In 1856 we examined at only one place, viz., London. In 1857 we examined at Huddersfield and London. After that we examined in various parts of the country, according as arrangements could be made for conducting the examinations.

1202. Can you state generally for what class of scholars those examinations are intended ?—I think the better plan would be to give you the precise words of the programme of examination : — "The "examinations described herein have been established for the benefit "of the members and students of Institutions in Union with the Society "of Arts ;" that is to say, mechanics' institutions, and institutions of that class. "Such persons are commonly mechanics, artizans, labourers, "clerks, tradesmen, and farmers in a small way of business, appren- "tices, sons and daughters of tradesmen and farmers, assistants in "shops, and others of various occupations, who are not graduates, "undergraduates, nor students of a University, nor following nor "intending to follow a learned profession, nor enjoying nor having "enjoyed a liberal education."

1203. According to that classification you go a little below what is popularly called the middle-class ?—Certainly.

1204. You include many who belong to the upper part of the working class ?—Yes.

1205. Such as mechanics and artizans ?—Yes.

1206. Do you also include female pupils ?—Yes.

1207. With regard to candidates from Institutions which are not in union with the Society of Arts, do you admit them on payment of higher fees, or what ?—We admit them on payment of certain fees through the Local Boards in the country.

1208. Therefore in fact these examinations are open to all schools whatever, only with certain advantages to all schools in union ?—The examinations are open to all persons above 16 years of age.

1209. As a rule what do you take to be the average age of the pupils ?—I have not gone into that, but I should say the average age is about 20 or 21. The ages run from 16 up to 40. I think on one

P. Le N. Foster, Esq., M.A.

21st Mar. 1865.

occasion a man was examined at the age of 49, but I believe that was a solitary instance. I have tables of the ages of all the candidates. I can give those particulars if wished.

1210. Do you give certificates, or prizes, or both?—We give certificates and prizes to the people for whom the examinations were specially established; but we do not give the prizes to those whom we consider are out of that class. They are not allowed to compete for the prizes, being supposed to be in a better position, and having better opportunities of learning than those for whom the examinations are intended.

1211. But as to the certificates there is no such restriction?—There is no such restriction.

1212. They, as I understand, are not matters of competition; the standard is a fixed one, and any person who reaches it may pass?—The standard is a fixed one. Assuming that the number of marks, if the paper be completely and satisfactorily done, is 100, then all who get 75 marks are considered first class, those who get 50 marks are second class, those who get 30 marks are third class, and below that they are plucked.

1213. Are your examiners always the same, or do you vary them from year to year?—They have varied somewhat, slightly, but they are generally the same.

1214. In order to prevent your examinations being clogged by a multitude of perfectly incompetent pupils, have you any system of previous examination which they must pass before they are allowed to compete?—They must all be certified by their own local board, which has by previous examination or some other means ascertained their proficiency. They must all pass in arithmetic, writing, and general grammar before they are allowed to compete; and must also show a certain amount of competency in the special subject for which they come up to be examined.

1215. I dare say you can tell us, as the result of these examinations, what has been the proportion of failure and success respectively?—I have got the year 1864 before me, which is quite as fair a year as any. We gave certificates in each separate subject, and a man has an opportunity of going in for four different subjects. The number of papers worked were 1,540. There were 236 first class certificates, 479 second class certificates, 507 third class certificates, and no certificates were given to 318. That may be taken as a fair average of the whole system.

1216. Therefore the great bulk of those who were examined obtained between 75 and 30 marks out of 100?—Certainly.

1217. As I understand the system which you have described, you do not attempt to give any man a certificate of having received a generally good education; you confine yourself to special certificates upon special subjects?—Yes.

1218. Will you tell us what are the principal subjects of the examination?—The subjects are, arithmetic, book-keeping, algebra, geometry, mensuration, trigonometry, conic sections, navigation, and nautical astronomy; the principles of mechanics, practical mechanics, magnetism, electricity, and heat; astronomy, chemistry, animal physiology in relation to health, botany, with reference more especially to horticulture, agriculture, mining, and metallurgy; political and social economy, domestic economy, geography, English history, English literature, logic, and mental science; Latin and Roman history, French, German, free-hand drawing, geometrical drawing, and the theory of music. To these we have just added Italian and Spanish.

1219. Can you say off-hand which of these subjects are the most popular ?—Arithmetic is by far the most popular. The papers worked last year in arithmetic were 431, in book-keeping 210. Then the next subject, chemistry, is 99, and geography 88.

1220. Are you able to say in which of those subjects generally pupils are found to be best informed, and in which they are defective ?—No, I am not.

1221. As far as you have been able to observe from these examinations, do you think it is a common fault in the class of schools from which these pupils are taken that they attempt or pretend to teach more than can conveniently be taught in the time ?—The people who come up are taught in such a variety of different ways that it is impossible to give an answer to the question. The greater part, I should say, are those who have worked themselves up after they have left school; some by attending classes at the Institutions with which they are connected, and some by self-teaching.

1222. Who are really self-taught, although they have had the rudiments of education ?—They have had the rudiments given them, they are more self-taught than anything else.

1223. Have you a record of the places of education from which they all come, or have you not?—I have not. I have a record of the number of years passed at school, as to a great number of them, but not here.

1224. (*Lord Lyttelton.*) I understood you to recite the classes of persons for whom these examinations were instituted by the Society of Arts. Do you consider that, in fact, those examinations do mainly reach those classes for which they were intended ?—Mainly, decidedly.

1225. Do you think that the class from which your candidates are mainly sent are what are commonly understood as the middle class of the country, or are they not rather the upper part of the lower class ?—The upper part of the lower class ; not the middle class.

1226. Any opinion which you would give from those examinations as to the state of education in the country would be rather about the better sort of the lower class than the middle class ?—Decidedly.

1227. Still we should be glad to ask you, having had many years' experience, as far as you have been able to observe the education of the middle class under your system, what your general notion of it is; I mean as to the instruction ?—The numbers who come from the middle class are so very small that I have no experience to give with respect to that.

1228. (*Lord Stanley.*) In point of fact, the class with which you have mainly to deal, at least in the manufacturing towns, is the class of clerks, warehousemen, mechanics, artizans, and skilled labourers generally ?—Yes ; clerks are the predominant class.

1229. (*Lord Lyttelton.*) Have you observed any improvement in the performance of the middle-class candidates who come up to you ?—I can say nothing of the actual middle-class candidates. I know nothing about them. They are so very few. There may be half-a-dozen in the list.

1230. (*Dr. Temple.*) Can you say what per-centage of the whole number of candidates pass ?—I gave that just now, so far as I could, in stating the results on the number of papers worked.

1231. Is there evidence of any improvement ? — The proportion remains very much the same each year. There are slight alterations, but so slight as not to be worth consideration. Some of the variations may be due to the greater or less care exercised by the Local Boards in sifting the candidates at the previous examinations.

P. Le N. Foster, Esq., M.A.

21st Mar. 1865.

1232. You said that you had statistics to show the length of time the candidates had been at school?—I have the record of every one of them as they are sent up to me.

1233. Can you state the average time?—No, it has never been taken out.

1234. (*Lord Stanley.*) Can you tell us what number of pupils pass these examinations, on an average, in the course of each year?—As each pupil works papers he may not pass in one but he may pass in another. I can only answer with reference to the papers worked. A man may be plucked in one paper and get a first class in another.

1235. On the other hand may you not be putting down twice over, putting down as two separate pupils, the same person who has passed in two separate subjects?—Certainly.

1236. (*Dr. Temple.*) Can you state what are the subjects that they generally take up?—They generally take up arithmetic and book-keeping, algebra, geometry, mensuration, magnetism, electricity, and heat,—there is generally a fair number in that.

1237. Are you giving the order in which the subjects stand as regards the number of candidates examined in each?—I was giving the highest numbers; arithmetic is the very highest number generally, double any other set; book-keeping comes next. Those are the two greatest by far.

1238. (*Lord Stanley.*) Assuming that the total number who go up for examination in one year does not exceed a thousand, probably you would be of opinion that that is not sufficient very materially to influence the great number of schools established for that class throughout the country?—No, certainly not. Besides this, as I said before, the preparation for these examinations is made after the pupils leave their schools.

1239. However well the institution works, it is not upon so large a scale as materially to raise the character of the teaching given in the schools?—Certainly not. I do not think it has any influence on the schools themselves. There is no direct influence on the school. The schoolmaster has no direct interest in it. The pupils have all left him long before they come to us, and whatever they do has been by subsequent work of their own, in class, and so forth. The system has its effect on the teaching in the classes at the various institutions. There is more class teaching, more systematic education given in these institutions than formerly.

1240. The schoolmaster does not get any credit, and therefore has no interest in preparing them specially for these examinations?—No.

1241. (*Lord Lyttelton.*) Have you observed any improvement in the general character of the answers?—No, I have not. I have not looked at them, but looking over the reports of the examiners from time to time, I should say, there was no great amount of improvement generally. Here and there, there may have been some.

1242. It keeps about the same?—It keeps about the same.

1243. (*Rev. A. W. Thorold.*) Can you at all say, what is the proportion of candidates for your examinations who have been educated in national schools?—No, I could not tell you; I have no record of that. The only record I have is as to how many years they were at school, but not where.

1244. To what extent are candidates permitted to select their subjects for examination?—In this manner;—there are four evenings appointed for the whole of the subjects, and each candidate can only take up one of the subjects each evening; therefore he can only take up

four. His choice is limited, because they may be a dozen subjects on each of the four evenings for other candidates.

1245. Is any one subject obligatory on the candidates ?—No.

1246. To what extent have women presented themselves for examination ?—Not to any great extent.

1247. What do you consider to be the object of candidates generally, in presenting themselves for your examination ?—It is difficult to say what their object is, except it is that of gaining some little distinction.

1248. Are your certificates likely to help them in obtaining situations ?—They are supposed to do so. Some years ago, at the commencement of the system, we got a large number of manufacturers, employers of labour, and so forth, to give their names to a document that they would look at the certificates granted by the Society of Arts with favour whenever brought up to them as certificates worthy of confidence ; but I am not aware that has been acted upon much.

1249. (*Lord Stanley.*) Was not that very vaguely worded ?—It was to the effect that the undersigned were prepared to regard the certificates as "testimonials worthy of credit."

1250. Did it in fact amount to anything more than a general expression of approval of the scheme ?—The terms of the declaration were as follows :—"We, the undersigned, having considered the memo-
" randum of the Council of the Society of Arts, and the plan therein
" set forth, for examining and granting certificates to the students of
" classes for adult instruction in the Literary and and Scientific Insti-
" tutions, Mechanics' Institutes, Athenæums, and other similar bodies
" in union with the said Society, do hereby declare that we desire to
" promote the success of the said plan, and are prepared to regard as
" testimonials worthy of credit such certificates as may be awarded in
" conformity thereto."

1251. (*Rev. A. W. Thorold.*) Have you any instance to show that successful candidates in these examinations have succeeded in pushing themselves up to the class above them ?—Some have done so by Lord Granville having given us nominations to compete for clerkships in the Privy Council office, and the candidates that we have sent up, as a rule, have generally been successful in obtaining the appointments. Some others to my knowledge have succeeded in other directions, but very few communicate with me after passing the examination, so that I have not as a rule any means of knowing.

1252. (*Dr. Storrar.*) How many centres of examination are there ?—They vary. Last year we had 87 or 90, and about the same the year before. They have increased gradually from the commencement of the system. What they will be this year I can hardly tell ; I have not had all the returns in yet, but there is certainly an increase.

1253. Who conducts the previous process of sifting ?—The Local Boards, as we call them, who are committees established at the different institutions, or in the different towns, of respectable persons, persons of position. They conduct a previous examination. They certify under their hand that they have done so, and that the candidates are qualified in reading, writing, and arithmetic, and also in the special subjects in which the candidate proposes to be examined.

1254. Have you any knowledge of the number of persons rejected at that previous examination ?—I do not think I have any very accurate knowledge.

1255. Could you give us any result in a general way ?—Yes. The number of candidates examined at the previous examination last year was 1,066 altogether, and the number of candidates who passed that examination was 928.

P. Le N. Foster, Esq., M.A.

21st Mar. 1865.

1256. Therefore 138 were plucked ?—Yes.

1257. Will you be so good as to repeat the subjects of that previous examination ?—The object of that examination is to sift and keep back those who are not yet fairly grounded in the elements of education, such as spelling, writing, and arithmetic, and not fairly acquainted with the subject or subjects in which they desire to be examined by the Society of Arts.

1258. Do you know whether grammar forms any part of that examination ?—I should think not as a separate subject.

1259. Does grammar form a part of the second examination ?—No. Incidentally, both at the previous examination and also at the Society's examination, anything ungrammatical would of course be taken into consideration. There is no special examination in grammar.

1260. How far does the arithmetic go in the first examination ?—Up to the rule of three.

1261. And in the second examination ?—It goes up to decimals.

1262. Including decimal and vulgar fractions ?—Yes.

1263. Is the second examination conducted in writing ?—It is conducted in writing.

1264. Supposing there were, say, in an examination in geography or chemistry, any palpable errors in grammar, would those errors tell against the candidate's passing ?—Decidedly ; both in grammar and spelling.

1265. I see that you have a pretty fair number of candidates for chemistry ; it rises, in fact, above the number for geography ?—It does. I rather think that was an exceptional year. It was rather more than was usual for chemistry.

1266. Do you know what class of persons come for that examination ?—I cannot say.

1267. What subjects does it include ?—Chemistry, as stated in the programme, includes "the preparation and properties of the chief gases, " acids, bases, and salts, laws of combining proportion by weight and " by volume. Analytical processes for the detection and separation of " metals, acids, &c. Preparation and distinctive properties of the chief " kinds of alcohol, of organic bases, fixed and volatile organic acids, " sugars, woody fibre, starch, &c. Candidates are expected to be able " to explain decompositions by the use of symbols. Questions illustra- " tive of general principles will be selected from the following, amongst " other manufactures, metallurgy of lead, iron, and copper, bleaching, " dyeing, soap boiling, tanning, the manufacture of coal gas, sulphuric " acid, soda ash, &c." Those special subjects vary from year to year as regards the special manufactures, to which their attention is called.

1268. Can you inform us as to the part of the country from which the candidates for chemistry chiefly proceed ?—I could not off hand; I could ascertain very readily if required.

1269. Can you give us any information as to the number of subjects in which for the most part candidates pass ; say a man comes up for two, three, or more of these subjects, what number would take as many as four subjects ?—There are not many who take up four subjects. Last year there were 1,068 persons examined, and they worked 1,540 papers, which would give on the average less than a paper and a half to each candidate.

1270. Can you tell us what number of men took such a subject as geometry in any year ?—Yes, there were 17 in 1861.

1271. Is that the same year as you referred to before ?—No ; I merely took the first that came to hand. I will take several years.

There were 17 in 1861, 26 in 1862, 40 in 1863, and only 35 in 1864. I will hand in this table. *P. Le N. Foster, Esq., M.A.*

21st Mar. 1865.

The same was handed in as follows :

NUMBER of PAPERS WORKED in each SUBJECT in the Four last Years, with the Result for the Year 1864.

SUBJECTS.	1861.	1862.	1863.	1864.				
				No. of Papers worked.	No. of First-class Certificates.	No. of Second-class Certificates.	No. of Third-class Certificates.	No. of Papers in respect of which no Certificate was awarded.
Arithmetic	336	336	358	431	64	104	160	103
Book-keeping	134	169	182	210	75	106	29	—
Algebra	114	96	81	93	8	24	35	26
Geometry	17	26	40	35	1	9	13	12
Mensuration	43	44	42	50	3	14	21	12
Trigonometry	8	11	12	13	—	1	1	11
Conic sections	4	2	2	1	1	—	—	—
Navigation, &c.	3	1	3	4	—	4	—	—
Principles of mechanics	12	16	11	8	—	3	4	1
Practical mechanics	12	15	17	14	3	3	8	—
Magnetism, electricity, &c.	18	8	21	22	2	6	6	8
Astronomy	4	5	3	4	1	1	1	1
Chemistry	36	37	81	99	6	30	49	14
Animal physiology	5	40	16	42	6	9	7	20
Botany	5	9	3	8	1	3	1	3
Agriculture	1	1	1	4	1	1	2	—
Mining and metallurgy	7	17	16	11	2	2	2	5
Political and social economy	3	6	7	1	—	1	—	—
Domestic economy	4	8	11	10	2	5	1	2
Geography	44	69	58	88	10	37	27	14
English history	46	80	71	89	7	33	38	11
English literature	37	21	23	26	10	5	10	1
Logic and mental science	5	18	18	9	2	4	2	1
Latin and Roman history	22	20	16	21	2	9	7	3
French	79	80	88	77	9	16	30	22
German	5	17	18	26	4	15	6	1
Free-hand drawing	40	28	74	50	5	6	23	16
Geometrical drawing	5	14	55	66	6	20	16	24
Music	30	23	32	28	5	8	8	7
Totals	1,079	1,217	1,360	1,540	236	479	507	318

1272. (*Mr. Erle.*) You stated that the larger number of the candidates acquired a material part of their instruction after leaving school. Do your records show at what ages the generality of those candidates have left school, by comparing their ages when they come to you ?—No, I do not think I could get at that. I could possibly, as to a great many of them, get at how many years they had been at school ; but when they left I cannot tell.

1273. Is that the case with any particular class of candidates more than others, such as with the upper ranks of the lowest class ?—I am not able to say.

P. Le N. Foster, Esq., M.A.

21st Mar. 1865.

1274. (*Lord Lyttelton.*) With regard to women, do you believe that the women candidates are more than one in 20 as compared with the men ?—Not so large a proportion, about two or three per cent.

1275. (*Dr. Temple.*) Can you give the precise proportion in any one year ?—I have not had the exact proportion taken out; but I can say that it certainly does not exceed three per cent.

1276. (*Mr. Erle.*) Is that an increasing proportion or not ?—I think the number in each year is so small that I can draw no conclusion.

1277. (*Lord Stanley.*) I suppose we may take it from you that the main object of young men in going through these examinations is that they secure a certain reputation for steadiness and intelligence with their future employers, and thereby get a better start in life than they otherwise would ?—I presume that to be so.

1278. Probably that is a stronger motive than acquainting themselves with the particular subjects ?—Possibly it may be. I think, however, that many of these men have a great desire to learn and to improve themselves.

1279. (*Dr. Storrar.*) I would put this general question to you. I presume that you would feel that you would hardly be able to deduce from these examinations any fair judgment as to the efficiency or inefficiency of the education, whether as applying to the national, British, or middle class schools ?—No, certainly not; it is too small an experience, and, as I have said before, a great deal of the knowledge which we test is acquired after leaving school.

Adjourned.

Wednesday, 22nd March 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. ANTHONY WILSON THOROLD, M.A.
W. E. FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ. M.D.

LORD TAUNTON IN THE CHAIR.

W. H. Besant, Esq., M.A.

W. H. BESANT, Esq., M.A., called in and examined.

22nd Mar. 1865.

1280. (*Lord Taunton.*) You are lecturer and late Fellow of St. John's College, Cambridge ?—Yes.

1281. I think you were senior wrangler ?—Yes.

1282. You are examiner in mathematics for the University of London ?—I have been for the last five years.

1283. Have you been connected with the Cambridge local examinations ?—Only once as examiner.

1284. On one occasion only ?—On one occasion, namely last winter, I examined in mathematics.

1285. Will you be so good as to state generally any inference that you have drawn from your experience as examiner as to the education of the boys of the middle classes ?—With regard to that question, I may say my only experience has been as examiner in the University of London, this one occasion in the Cambridge local examinations, and occasionally for schools; but most of my experience in school exa-

minations has been confined to the larger schools; so that I can hardly venture to give more than general impressions on those points.

1286. By larger schools do you mean schools in which what may be called the upper division of the middle class are educated?—I should have said such schools as Eton, Harrow, Cheltenham, and St. Paul's. My experience as school examiner has been chiefly confined to those schools.

1287. You mean the highest of all?—Yes. What I meant to say was this, that my experience as examiner in the smaller schools was very limited indeed, so that I cannot speak very directly from experience of them.

1288. (*Lord Lyttelton.*) You mean you have little experience of schools below such schools as Eton or Cheltenham; you are chiefly acquainted with the highest schools?—Yes, that is so.

1289. (*Lord Taunton.*) So far as your experience of the education in a lower description of schools has gone, are you able to state any opinion at which you have arrived?—The general impression which I have gained from all that I have seen has chiefly been this, that so far as my subjects are concerned almost all the schools try to do too much. So far as I can make out, the general endeavour made by all schools is to attempt too many subjects, and to try too large portions of those subjects.

1290. Do you mean the exact sciences?—I mean mathematical subjects generally, such subjects as Euclid, arithmetic, and all subjects which relate to science generally.

1291. You think that the instruction of the boys appears to have been superficial and not sufficiently well-grounded?—That is my impression certainly; that in subjects which commonly come under the head of mathematics, such as those I have mentioned (Euclid, arithmetic, algebra, trigonometry), that the teachers are almost always in too great a hurry with the reading of the students. They wish to make them read too much. I usually have found that too much has been attempted in those particular subjects.

1292. With regard to arithmetic, how is it in that respect?—In that respect I think it is better than in any other subject; for instance, when I examined for the Cambridge local examinations I was a good deal struck then with the neatness and accuracy with which a great deal of the arithmetic was done. I ought to mention that I did not examine in the preliminary subjects, in which also arithmetic is included; but in the latter part of the examination, I was certainly struck with the remarkable neatness and accuracy with which a great deal of the arithmetic was done. But then I could not help attributing that impression to the fact that the boys who were sent up to the examination were chosen from the different schools and trained for the purpose; so that I could not really attach any very great value to it, or draw from it any very distinct opinion as to the general teaching of the schools. I could only infer that particular boys had been trained for the especial purpose of the examination.

1293. Have you ever been engaged in inspecting schools as a whole?—Not at all. I have only thought that it would be very much more valuable, and it would be much more important if schools themselves could be inspected instead of particular boys from the different schools, such as those who are tested by the Cambridge local examinations.

1294. You consider that would be a more efficient means of promoting the good instruction given in schools of this description rather than examining particular pupils?—I do; I think it would be of much greater value.

W. H. Besant, Esq., M.A.

22nd Mar. 1865.

1295. Have you formed any opinion as to any mode by which it would be practicable and expedient to establish any system of inspection of that kind ?—I have only thought this, in the case of schools in which any endowment exists, that as such endowments exist for the benefit of the public, the public in that case would have a right to interfere with the management, and I have thought that in such cases the Legislature might insist upon a regular annual inspection of those schools by examiners appointed by competent bodies, such as one of the universities of Oxford, Cambridge, or London.

1296. You think that in some way a trustworthy system of inspection should be established to which endowed schools, at all events, should be subject ?—I think so. I think they might fairly be subject to it.

1297. Speaking of teachers of schools as a whole, do you think the profession is in a satisfactory condition ?—I do not. I should very much like to see some effort made to elevate the profession of teaching, if it could be done.

1298. In what way would you propose to do that ?—The only way in which I should think of such a thing being done would be by insisting on some form of licence, or insisting that every teacher or every person who undertakes to teach more than a limited number of pupils, should have a definite diploma for the purpose, such diploma being granted either by the Universities or by a regular Government Institution for the purpose.

1299. You mean you would not allow anybody to open a school without some certificate of the kind ?—I should very much like to see all schools beyond a certain size prohibited, except under the guidance of a person with a regular certificate. That is simply an opinion.

1300. Is there any alteration with regard to the subjects of instruction which are now generally pursued in schools, which you would think important ?—There is one point that I have noticed very much during the last few years. I have been led to notice it chiefly from observations of students at Cambridge ; it is this, that the great majority of the young men I come across in Cambridge (and, of course, I meet with a very large number) are excessively deficient in the knowledge of common facts, the commonest facts of science ; and one result of that deficiency is an exceeding difficulty in teaching them anything like real science at all. I should like, if possible, to see two distinct branches, as it were, in the training of boys at school. It appears to me of enormous importance that their real intellectual training should depend upon their classics and mathematics, such portions as are done ; but I should very much like to see a course of practical science, or of the facts of experimental science gone through in almost every school of any consequence. I believe it would be of great value to every young man, and certainly so far as anything like a University training is concerned, it would be a great saving to him, and would enable him to go through a real scientific course with much greater ease.

1301. (*Lord Lyttelton.*) You have only once taken part in the local examinations ?—Only once.

1302. But you have acted for five years as examiner in the University of London ?—Yes.

1303. Have they been young persons of the same class that have come under your notice in the two cases ?—I should think a very large number of those who present themselves at the London University examinations come from exactly the same class as those who appear at the Cambridge local examinations. There is, of course, one very great difference, and that is, that in the London University exami-

nations they are very often men of considerable age, not merely young boys ; but there are a large number of very young men, and a small number of much older men ; occasionally I have seen men of very considerable standing.

1304. Have you observed any progress, or the contrary, in arithmetical and mathematical knowledge in the candidates at the London University, during the five years of which you have experience ?—I cannot say that I have.

1305. They remain nearly at the same level ?—As nearly as possible the same. The remark that I have made before to a certain extent applies to them, namely, that there are a large number of persons engaged specially in teaching for the University of London examinations, so that a proportion of them, but not so large a proportion, appear to me to be specially trained for the purpose ; at the same time, I think I observe from the papers, symptoms of a large number of young men venturing on the London University examinations without any special training, and they present all the worst faults that can possibly be conceived in teaching. I think I have seen amongst the candidates for the matriculation examination of the University of London, many specimens of the very worst training that I have ever come across.

1306. As to natural aptitude for the exact sciences, do you think the great body of the young men from the middle class are nearly equal in that respect, to those with whom you are acquainted at Cambridge ?—I think they are. I have considered that very point, and I could not observe any difference in their natural capabilities.

1307. With regard to inspection, you are aware that the University of Cambridge offers local inspection to schools ?—I am aware that such is the case.

1308. But it has hardly made any progress ?—I think very little ; but I am not well acquainted with the facts of the case.

1309. Could you suggest anything for making that system better known ?—I think it would be a very great advantage if it could be made better known ; but I should like, if it were possible, to see something of the sort made compulsory, at any rate on the endowed schools.

1310. Would you have regular and annual inspection of endowed schools ?—Yes, I would suggest that.

1311. Do you mean that the reports should be published ?—Certainly ; I think that would be a very great point. It is difficult, of course, to suggest details, but I think a Government Board might appoint examiners who should necessarily be members of one of the three Universities, and that would insure a certainty of the examination being properly conducted.

1312. And they would publish general reports ?—Yes.

1313. Do you mean that they should go into details as to particular schools ?—I think it would be worth while to publish particular reports of particular schools.

1314. With regard to the diploma or certificate to be given to teachers, you would insist upon that with regard to all schools above a certain size ?—Yes.

1315. Would you apply it to both boys' and girls' schools ?—I believe it would be a very good thing if it could be applied to girls' schools as well.

1316. What number would you have as a minimum ?—I think I should feel inclined to take 12 or 15 as a minimum.

1317. You would propose that all schools above that size should be absolutely prohibited, unless conducted by certificate holders ?—Yes.

W. H. Besant, Esq., M.A.

22nd Mar. 1865.

1318. Do you think any existing body would be competent, with the confidence of the public, to give such diplomas ?—I think any one of the three Universities might do it, or, as I suggested before, a body composed of members of the three Universities.

1319. You advocate the teaching of natural science to some extent in all schools of the upper and middle classes ?—Yes ; I have observed such deplorable ignorance on the part of a great many young men who enter the University of Cambridge (I must confine my remarks to those I am acquainted with) that I think it would be a very valuable thing if they could be taught experimental facts ; not at all looking upon that as a portion of their intellectual training.

1320. But for useful purposes ?—Yes.

1321. Do you conceive that the teaching of natural science could be introduced into the middle class schools as well as into the upper schools without interfering with other studies ?—I think it could be done. I do not see any very serious difficulty in the way.

1322. Have you considered, speaking generally, for many hours in the week the teaching of natural science would be practicable in a school ?—I should think two or three hours a week might be given to it without any very serious interruption to the other studies.

1323. (*Mr. Forster.*) I understand you to say that you think all schoolmasters of schools of above 15 boys and girls ought to have a diploma ?—Yes.

1324. And you think that schoolmasters should be prohibited teaching without such a diploma ?—I do.

1325. What penalty would you attach to unlicensed teachers ?—I think I should like to put them in the same position as a person would be in who ventured to act as a medical man without a proper diploma.

1326. You are aware that the penalty attached to a person who acts as a medical man without a diploma is simply that he is unable to recover his fees in a court of law ?—I think that would be quite sufficient in the present case.

1327. What you would advocate is that a law should be passed preventing an unlicensed schoolmaster from being able to make use of the law to recover his debt ?—I would advocate that.

1328. Has it occurred to you that there might be great objection made to that in the country as interfering with the freedom of teaching ?—I am afraid the objection would arise very strongly at first, but I think it might be got over in time.

1329. Are we to understand that having considered that objection you still think the advantage would be so great as to outweigh it ?—I do.

1330. You would make the inspection of schools compulsory on endowed schools ?—Yes.

1331. Only upon endowed schools I presume ?—Only upon endowed schools.

1332. But would you offer inspection to other schools ?—I should very much wish to see inspection offered to all schools, but only made compulsory upon those which have money to distribute or exhibitions to give away.

1333. Are you an examiner at the London University for anything but mathematics ?—No, only in mathematics.

1334. You have not examined upon physical sciences at the London University ?—No.

1335. How many lads come up yearly for examination in mathematics ?—In the matriculation examination in July about 350 offer

themselves generally. They have to pass a certain elementary examination in mathematics.

1336. Can you give us briefly a notion of the point to which the average of those boys are expected to reach ?—They are supposed to be able to produce on paper propositions of Euclid taken at random from the first four books, and also to answer questions in arithmetic.

1337. Is any knowledge of algebra required ?—What is required by the matriculation examination is this, a knowledge of the first four books of Euclid, of arithmetic generally, and of algebra as far as simple equations.

1338. When you say arithmetic generally, would that include decimals and fractions ?—Yes.

1339. And the square root ?—Yes.

1340. As regards arithmetic, do you find that the large proportion of them are not well grounded in either the principles or the correctness of the practice of arithmetic ?—I find that a great number are inaccurate, and that a very large proportion indeed have no idea whatever of the principles of arithmetic.

1341. We have had it in evidence that the lads who come up to the London University come up in about equal proportions from grammar schools and from private schools ; do you think that there is any distinction in the grounding in arithmetic as regards those from private schools compared with those from grammar schools ?—I am not prepared to give a very exact answer to that question, but my impression, as far as regards arithmetic, is rather in favour of the private schools.

1342. There is another class from which a great many come, namely colleges such as Stonyhurst, and one or two of the denominational colleges ?—With regard to those colleges they have very definite characteristics ; we observe, for instance, that from some colleges the students invariably come up well prepared in arithmetic and Euclid, and that from others they as invariably come up ill prepared in those subjects. Perhaps I ought not to mention any definite schools.

1343. We have had it given in evidence that the classical education of those who come from Stonyhurst is rather preeminently good, would the same remark apply to the arithmetical education ?—Certainly not.

1344. Do you consider that lads generally are as well grounded in Euclid as they are in arithmetic ?—No, not so well.

1345. What knowledge of Euclid have they generally ?—If I take the average of those who appear at the matriculation examination, including of course those who do not pass, I should say very few of them know much more than the first book of Euclid.

1346. With regard to algebra, will the average number of lads be able to solve a simple equation ?—The average number of those who appear for the examination will not be able to solve simple equations well. They do them imperfectly. I am including now in the word average those who fail as well as those who pass.

1347. (*Lord Lyttelton.*) Do you apprehend that knowledge of arithmetic is more valued by the parents than knowledge of Euclid and algebra ?—I think that is highly probable.

1348. (*Mr. Forster.*) You have had experience of boys who have been brought up at the higher public schools as well as those who come to your examinations. Have you any opinion as to the relation which they bear to one another as to their being grounded in arithmetic ?—I have very decided opinions with regard to definite schools, that is to say, I have an opinion on the value of the mathematical knowledge of boys from Eton, Harrow, Cheltenham, and other schools.

W. H. Besant, Esq., M.A.

22nd Mar. 1865.

1349. Taking Eton and Harrow, will the boys that come to you at the London University be better or worse grounded in arithmetic than the Eton and Harrow boys?—Undoubtedly the average of those who appear in the examination for the matriculation in London would be very much better than the average of the boys at Eton and Harrow; I have no doubt about that at all.

1350. Would that apply to Euclid and algebra also?—Yes.

1351. I suppose it is no part of your duty as examiner to find out whether the boys who come to the London University are acquainted with book-keeping by double entry?—No, it is not.

1352. Can you give us any opinion as to whether in the class of schools from which these boys come it is advisable they should learn the principles of book-keeping by double entry or not?—I should not feel inclined to advise that they should be taught it.

1353. Notwithstanding the fact that a large number of them go into business?—Notwithstanding that fact. I think they would learn it more easily after leaving school.

1354. As an examiner in the local examinations in connexion with Cambridge University, do you examine in book-keeping?—I do.

1355. Were the lads generally pretty well acquainted with it?—On the contrary, they were exceedingly deficient in their knowledge of it. I may mention that the questions in book-keeping were limited. Out of about 15 questions I think only two were in book-keeping.

1356. You have an examination at the London University for the degrees?—Yes.

1357. To what proficiency in mathematics is it necessary for a student to get to obtain a degree?—In mathematics the examination is conducted in arithmetic and algebra, the algebra being carried as far as quadratic equations and logarithms. The examination in geometry includes the first six books and part of the 11th book of Euclid; it also includes the easier portions of plane and co-ordinate geometry, and those propositions in plane trigonometry which are requisite for the solution of triangles and for determining heights and distances.

1358. I am right, am I not, in supposing that a large proportion of the students that matriculate in London University carry on their preparation for a degree in the provinces at home and away from any classes that are connected with the University?—Yes, they certainly do.

1359. Are you aware whether the lads that do that do it at schools?—I think not to any very great extent; not for the B.A. examinations.

1360. In the provinces in what way do they get themselves prepared?—If I may judge from the work produced, I should infer that a large proportion of them, perhaps nearly one-third, prepare themselves by their own private and personal work; but there are not only in London but in other large towns, men who make it their special business to prepare people for the London University examinations.

1361. Do you find that those who are in the provinces, or who are unable to take advantage of the classes and lectures of the University, appear to labour under much disadvantage?—I think they do, or rather I should say that those who have the advantage of attending classes in London have a great advantage over them.

1362. In the matriculation a good many of the students are admitted to be matriculated by provincial examinations, are they not?—Yes.

1363. Do you think that works well in being a real test of their knowledge?—I think so; the same papers are sent down as those set in London.

1364. Do you personally see all the papers ?—I see every paper.

1365. And the only difference is that in the one case you would have the opportunity of *vivâ voce* examination, if you thought fit, and in the other you would not ?—Quite so.

1366. Do you examine much *vivâ voce* in London ?—As a matter of fact we do not examine at all *vivâ voce* ; we have the power of doing so, but practically it is not exercised.

1367. (*Rev. A. W. Thorold.*) Are you disposed to recommend the teaching of Euclid in what are called commercial schools ?—I think I would.

1368. To the extent of how many books ?—I would suggest in such schools not more than the first three or four books.

1369. What do you consider to be the precise value of teaching it for the training of boys for commercial life ?—I think it would lead them to think more carefully and more exactly.

1370. (*Lord Lyttelton.*) It would teach them the habit of study and attention ?—I think so.

1371. (*Rev. A. W. Thorold.*) Can you say whether it is necessary to teach the elements of geometry for teaching geometrical drawing ?—That question I am unable to answer ; I do not know enough of the subject.

1372. With reference to your observations on the present condition of the profession of a schoolmaster, are you able to point out any existing causes which tend to discourage persons from entering into it ?—I think the profession of a schoolmaster, that is to say, with reference to the smaller schools of the country, has not sufficient dignity attached to it ; I think it might have greater dignity attached to it, and thereby induce persons of more attainments to take up such work. That is, I think, a principal objection ; in fact, that there is a want of social dignity in the position of a master of a small school.

1373. (*Lord Taunton.*) That, object, I apprehend, would be obtained by the certificates which you propose, which would answer that object as well as give positive evidence of attainments ?—I think so.

1374. (*Rev. A. W. Thorold.*) Do you think it would elevate the profession of a schoolmaster if the head-masterships of schools were in a greater number of instances thrown open to laymen ?—I think it would be a very great value to the country if the restriction which is often imposed of being in orders were removed.

1375. Would you like to give your reasons for that opinion ?—One reason, certainly, is this, that many laymen are prevented from taking up the profession of teaching because of the difficulty of getting head-masterships. It is exceedingly difficult for a layman to get any but a second or under-mastership, and consequently the great prizes (if I may so call them) of the profession, are only open to clergymen. It might introduce a greater amount of ability into the profession if that restriction were removed.

1376. (*Mr. Forster.*) Would you have any objection to state to us what knowledge you would consider absolutely necessary in arithmetic to pass the matriculation examination of the University of London ?—I think that to pass the matriculation examination a student should be able to perform the ordinary operations of arithmetic, such as addition, subtraction, multiplication, and division ; to add together fractions and multiply them ; to perform the operations of multiplication and division of decimals with tolerable accuracy ; and to solve a rule-of-three question. I think that should enable a student to pass.

1377. That being a necessary amount of knowledge for passing, about what proportion are unable to do it ?—I think that in mathematics alone,

W. H. Besant, Esq., M.A.

22nd Mar. 1865.

at the annual matriculation examination, about one in ten usually fail; the actual failures amount usually to one in three.

1378. The actual failures in all subjects?—Yes; taking all the subjects together.

1379. In mathematics only about one in ten fail?—Of course the proportion varies from year to year, but I fancy that from one in eight to one in ten would be a fair statement. The uniformity of one in three is quite remarkable.

1380. (*Dr. Storrar.*) The maximum failure is in classics?—Yes.

1381. (*Rev. A. W. Thorold.*) Have you any practical knowledge of grammar schools?—None whatever,

1382. (*Dr. Storrar.*) You have stated that you would desire to establish a system of licensing teachers, and you draw an analogy between the present position of the medical profession and the profession of teaching. You are aware that there is a penalty existing under the Medical Act against any man wrongfully assuming the title of a registered medical practitioner; would you propose to give to the licensed teacher a designation which should be peculiar to himself, and prevent other persons teaching from assuming that designation?—I wish to do so, certainly.

1383. Put it in fact in this way that no person should be permitted to use the designation of a schoolmaster, excepting such persons as have been duly qualified and registered as such?—Quite so; that is my opinion.

1384. But you would not prevent other persons from teaching under any other designation in inferior schools, or in an inferior capacity?—No, it would hardly be possible to prevent that; I do not think it would be possible to interfere with that arrangement.

1385. When you said that about 350 candidates came up for matriculation in the University of London, you were referring to the summer matriculation alone?—I was. I should have added that about 180 also appeared in January; but it must be stated that those 180 are partially formed from the failures of the previous summer.

1386. But altogether last year (1864) about 500 presented themselves?—I think about that number, as nearly as possible.

1387. You have spoken of the advantage which you think it would be to boys in schools if they were made better acquainted with the facts of science?—Yes.

1388. Keeping to the elements of chemistry and mechanical philosophy, do you not think that the principles also might become fair matters for mental discipline?—I think that in the case of boys of more than 15 or 16 they might; but I would rather defer them to that period. I would rather defer the studies of the principles of mechanics and chemistry to a later period.

1389. It is sometimes, as no doubt you are aware, objected to the introduction of such subjects as chemistry in schools that it becomes merely a matter of amusement, and that the knowledge is of a very superficial character?—I am aware that that objection may be urged, but I would endeavour to guard against any mischief resulting from that by treating it as an entirely separate branch of education, and not considering it is of equal value with classical and mathematical studies.

1390. But you would conceive it possible that a small knowledge of chemistry might be communicated to boys upon sound principles, and that it would be no more entitled to the designation "superficial" than would the knowledge of a limited number of mathematical problems?—Quite so. I think that a knowledge of many experimental facts in me-

W. H. Besant, Esq., M.A.

22nd Mar. 1865.

chanics and in science might be communicated to boys, just in the same way as a knowledge of historical facts might be communicated to them; that is, as boys may learn the facts of history so they may learn the facts of science, many of them.

1391. You would not be inclined to require of boys any knowledge of the doctrines of chemical affinity and combining proportion?—I think I would not.

1392. You are aware that in the University of London they have lately insisted upon a certain knowledge of chemistry in the matriculation examination?—Yes.

1393. But your department does not make you personally acquainted with that?—Not at all.

Rev. E. H. Plumptre, M.A.

The Rev. Edward Hayes Plumptre, M.A., called in and examined.

1394. (*Lord Taunton.*) You are a member of the University of Oxford, I believe?—Yes.

1395. Of what college?—Of Brasenose College.

1396. I believe you took a double first class at Oxford?—Yes.

1397. You are now Professor of Divinity and Chaplain at King's College, London?—Yes.

1398. You are also Dean of the Queen's College, an institution for the education of ladies?—Yes.

1399. How long have you filled the situation of Professor of Divinity in King's College?—I have been connected with King's College, first as Lecturer in Divinity and then as Professor, since the year 1847.

1400. What are your functions as Professor of Divinity at King's College as connected with education?—My work as Professor of Divinity connects me specially with the Theological Department of the college, and in that department we receive young men or middle aged men who are reading for Holy Orders. As Chaplain I have a somewhat wider sphere of work, and lecture to all the other students in the college; to the students in what we call our Department of General Literature and Science, where we give a general education which fits men for the Universities, and perhaps one-half of them go to the Universities. Then we have a department of engineering students; we call it the Department of Applied Science; I lecture to them in divinity, and also to our medical students.

1401. Do you give instruction in any subjects except those connected with divinity?—No, none; I confine myself to that.

1402. Sacred history?—Sacred history and the Epistles and Gospels chiefly for the large mass of students.

1403. I believe you teach both the regular classes at King's College and also the evening classes?—I give lectures in divinity to the Evening Classes also.

1404. What are the Evening Classes?—The Evening Classes were first opened in the year 1854, and they were intended to meet the wants of young men in public offices or houses of business, commercial or otherwise, in London. They have met with a very considerable acceptance. If I remember rightly we began the first year with about 120 to 125, and this winter session we have 660 attending.

1405. Generally speaking, what is the class and age of the students?—One might describe them, I think, as including very nearly all varieties of the clerk *genus;* clerks in public offices, clerks in insurance companies, in banks, and in merchants' offices, with a sprinkling here and there of schoolmasters' assistants and young men preparing for civil service examinations.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1406. Are you speaking of the evening classes now, or both the evening classes and the regular classes?—I am speaking now of the evening classes.

1407. What is the class and age of the students in your regular classes?—The class of the General Department, and in fact of all the three day departments, the General, the Applied Science, and the Medical classes, consist generally speaking of the upper stratum of the middle classes, the professional class, sons of clergymen, sons of physicians, sons of lawyers, and so forth.

1408. What is the age, generally speaking, at which they enter?—In the day department of the college, in the first two classes that I have named, the usual age of entrance is 16 or 17; the students who join the medical department come a year or two later, and begin commonly at 18 or 19.

1409. What is the general state of knowledge of these young men at the time they come to you? I am speaking of the day departments.—On the whole the standard of those who come to the General Department is fair, they have had a fair measure of classical education, many of them are looking forward either to the Universities or to the Indian Civil Service examination, and for the most part they have been fairly trained; they write decent English, they spell fairly, and many of them have a fair knowledge (though not often a high knowledge) of Latin and Greek.

1410. (*Lord Lyttelton.*) Is their writing good?—On the whole their writing is fair.

1411. (*Lord Taunton.*) I presume these young men come from every description of school; from private, proprietary, and endowed schools, as well as from private tuition occasionally?—Yes, a very large number come from proprietary schools, and a few, but not many, from the greater public schools.

1412. By proprietary schools, do you mean private schools?—No. By proprietary schools I mean schools which are not kept by single individuals, but which are under the control of a committee, the committee being guided more or less by a body of proprietors.

1413. Generally speaking, do you think that those young men bring a pretty good stock of knowledge to you when they come up?—I think about one-half of them bring a satisfactory amount of knowledge; we get a great many boys who have been at private schools, who have been shifted about from one private school to another, who sometimes have not done very well at anything, and who are sent to us to see if we can improve them. I should say as to about one-half of the students in the General Department that I am not satisfied with the state of knowledge which they come with.

1414. I suppose from what you have said that your pupils come from what may be considered as the better sort of proprietary schools?—Quite so.

1415. It would hardly be a fair specimen of the schools at which the middle classes are educated, taken as a whole?—It would be a fair specimen of what I described just now as the upper stratum of the professional or upper class of business society.

1416. (*Lord Lyttelton.*) Do you believe that you get the best individuals of the class?—I should doubt whether we got the best individuals, because I should look to the public schools as taking the best representatives of that class.

1417. (*Lord Taunton.*) Are you able to state what you consider the main deficiencies of the education which these young men have received?—I see those deficiencies more strongly in the other department that I

have named, viz., the Engineering Department. There we have a large number, between 80 and 90, who have very little taste, and never perhaps had any taste for the *litteræ humaniores.*

1418. They have very little culture ?—Very little generally.

1419. The very fact that they have a talent for mechanism has, perhaps, rather impeded their training ?—They for the most part have been at these proprietary and private schools, very few of them indeed at public schools, and for the most part they come with a very low standard of knowledge.

1420. Of knowledge generally ?—Of general knowledge.

1421. But of the special knowledge which they would require afterwards, how do they come prepared in that respect ?—They come, I believe, with very little knowledge even of that range of subjects. They have a taste for it, for machinery, engines, and constructive work ; and that taste very often developes rapidly when they come in contact with teachers, and they do exceedingly well in that line of work ; but they generally come in that Department with a low standard of general culture, grammar defective, spelling very often faulty, and writing large and sprawling, just the writing of a half-educated person.

1422. With regard to the foundations of the exact sciences of arithmetic and the elements of geometry, how do they come in that respect ?—I am not able to speak from personal knowledge, because I do not teach them. I teach them nothing but divinity, and can only judge of their general knowledge and of their spelling and writing there ; but I should think from what I see and hear from others that their standard of mathematical knowledge is low when they come to us.

1423. Do you mean that it is superficial ?—That they have not gone far, and that what they do know they do not know very thoroughly.

1424. (*Lord Lyttelton.*) What system of examination do you carry on in connexion with your Divinity lectures ?—The practice in both those Departments that I have named is that the student should attend one lecture of mine in the week and should take notes of the lecture, and once a fortnight I have an examination, and examine them by printed questions which are to be answered in writing on my lectures, and on certain portions of Old Testament history, that I assign from time to time. The papers are classified and marks given to them according to their merit.

1425. What depends on these examinations ? Do you give rewards or prizes ?—There are prizes at the end of the College year, and class lists at the end of each half year, and reports sent to the parents of the pupils, in which their progress is specified.

1426. Do you give certificates of attainment ?—No other than those contained in the reports to parents.

1427. You are affiliated to the London University ?—Under the old constitution of the University of London we were so far affiliated that our men were admitted by them to their examinations. At present I believe no affiliation is needed for the University of London.

1428. From how wide a field do these young men come to your lectures ? Are they nearly all from London or the neighbourhood of London ?—No, a great many from the country and a good many from the Colonies.

1429. Those from the Colonies come and stay in London during the whole of the time ?—Yes.

1430. Are there three terms in the year ?—Yes, from October till the end of June.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1431. Of those from the country, do any come from a distance and go home again at the end of the week or the end of the day?—A good many live within a circuit of 25 or 30 miles from London, and in some cases they come up and go down every day. In other cases they board with professors or live in lodgings and go back for their vacations.

1432. What is the total number of those who attend your lectures?—My lectures are attended by all the students of the College in different ways. I have got the last annual report here, which gives the numbers. In the Department of General Literature, the numbers in the Lent term of 1864 were 76, and they are nearly the same now, within five or six, probably 80. In the Department of Applied Sciences they were then 71; I believe that has rather increased; probably we have 83 or 84 now.

1433. (*Mr. Forster.*) Can you give the number of students in the college at the present time?—Including the students of the evening classes, we have 420, who are matriculated students; that is, who come under the whole control and discipline of the college, and take a definite course, which is marked out for them. Then taking the non-matriculated students, occasional students who choose their own special subjects, we have 610. Out of that number of 610, there were 560 belonging to the evening classes alone.

1434. But of the 420, the first number you gave, how many attended the evening classes?—Seventy-nine.

1435. (*Lord Lyttelton.*) The total number of students in connexion with the college is about a thousand?—Yes, not including the boys in the school.

1436. You have no particular connexion with the school?—I have no connexion with the school as a teacher at all.

1437. What is the matriculation examination?—There is no examination. It is simply that they enter. It is like the effect of the matriculation at Oxford and Cambridge. They bring themselves under the whole discipline and course of the college in the department to which they belong. We do not leave it open to these men to say, "We will only learn mathematics, Greek, or French, and so enter for "those single subjects."

1438. It is an undertaking on their part to conform to the rules of the Institution as long as they remain there?—Yes.

1439. What length of time on an average will one of your students remain attending your lectures?—The greater number of them stay for two entire years. The course is marked out on the idea of three years, but a comparatively small number in either of those two Departments stay to the third year. The medical students are bound by the rules of the College of Physicians and of Surgeons, and almost invariably stay for three entire years and sometimes for four years.

1440. Do the bishops recognize attendance at your lectures as qualifying for Orders?—The bishops recognize the attendance of students in what I spoke of as the Theological Department of the College as a qualification for Holy Orders, and we have between 40 and 50 attending that department.

1441. With regard to the rest, who do not come with that view, are they entirely members of the Church of England?—Not exclusively; we sometimes have Dissenters and sometimes Roman Catholics.

1442. They come for the acquisition of knowledge?—Yes. They do not attend my lectures in that case. For the most part they apply for a special exemption; an exemption from attendance at our daily service in chapel and Sunday service, and an exemption also from

those lectures of mine on the ground of their religion, and the exemption is always given to them.

1443. You said that you did not conceive that you necessarily had the best of the class to which the students belong, because they go to the higher schools ; but with reference to the schools who do send you students, do you conceive that you get the best specimens of those schools ?—I should think that in very many cases the best specimens, especially the best boys in classical schools, went straight from the school to the Universities and entered at Oxford or Cambridge.

1444. Do you mean there are many who come to King's College as an intermediate step between school and the University ?—There are a good many who do that ; I should think that for fully one half—70 or 80—in the Department of General Literature it does serve as an intermediate step. They have been at private schools and proprietary schools in some cases, but not many at the larger public schools, and they come to us for the intervening period, between 16 and 19.

1445. Do you think they leave the school at the age of 16 to come to you ?—Those that have been at public schools and have left them sometimes come to us because they have not got on particularly well there, or their health has broken down, or it has turned out they were not the kind of fellows for a public school. In many cases those men have turned out exceedingly well, have gone to Oxford and Cambridge, and have sustained our credit there.

1446. After remaining with you about two years ?—Yes.

1447. During the time that you have conducted this system, have you seen any improvement, or the reverse, in the attainments which the young men come prepared with ?—On the whole I am inclined to say that they have rather fallen off. I think there is less accuracy, less soundness in scholarship than there was, and I do not think that is much compensated for by an improvement in general culture.

1448. Can you attribute that to any particular cause ?—I think it may be partly that a great many good schools have been opened at Clifton, at Malvern, and elsewhere in the last five or six years ; and they probably take off some who otherwise might have come to us, and keep them till they go to the Universities, instead of our getting them in the intermediate period. I think we are exposed now to wider competition than we were 12 or 14 years ago.

1449. Do you apprehend that the schools which supply you are generally extending the range of their studies more than they are able fully to deal with ?—I am not competent to answer the question. I have not gone sufficiently into the scheme of those schools.

1450. With regard to their religious knowledge, have you seen any change in that respect ?—No marked change. I think on the whole that this also is less accurate than it used to be.

1451. Do you think the religious knowledge of the young men who come to you stands favourably as compared with other things ? Are they as well prepared in religious as in other subjects ?—It varies so very much with the home training and the home life that it would be hard to give a general answer to that question. Taking the 80 men whom I have present to my mind, I have perhaps about 18 or 20 who have been well trained at home, who are well grounded in the broad outlines of Scripture history, and who are intelligent readers of their Bible ; but those who have come merely with school knowledge, and not with the advantage of home training also, as far as I can remember, know it very superficially.

1452. Does that show that as far as schools go, it is not taught very fully ?—I think I may answer that question in the affirmative.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1453. (*Mr. Forster.*) Have you any limit of age under which you would not take boys at King's College?—Sixteen is our normal age for entrance. In some special cases, if a boy is just on the verge of 16, or is very clever at 15, he is admitted.

1454. A very large majority remain there from 16 to 18?—Yes.

1455. I think I understand from you that the object of King's College is to give either the final education to a boy who does not go to the University, or to be an intermediate stage between a younger age and the University?—Quite so.

1456. What proportion go to any University at all?—I should think, of the Department of General Literature, which is the only department that does send to the Universities, between one-third and one-half go to them.

1457. And of that number what proportion would go to the London University?—A comparatively small proportion, probably not more than five or six.

1458. And the others go to Oxford or Cambridge?—Yes.

1459. Do any go to Trinity College, Dublin?—I think none. I do not remember, in the whole course of my connexion with King's College, any one going from it to Dublin. A good many come from Dublin to read for Orders in the theological department.

1460. What number go straight from King's College into Holy Orders?—On an average about 25 a year. We have between 50 and 60 students reading for Holy Orders of various ages, many of them coming at advanced ages, such as 25, 28, 30, and 35; and they stay with us for two years. Having between 50 and 60 reading for Orders, and the course being for two years on an average, we send about 25 or 30 into Holy Orders each year.

1461. (*Lord Lyttelton.*) The bishops require a two years' course?—Yes, except in the case of those who have had a previous University training.

1462. Do all the bishops admit them?—All but two.

1463. (*Mr. Forster.*) Are any considerable number of those who come at 16 young men preparing for business coming to receive their last education?—I should think no very large number. The majority of them come either with definite intentions of going to the Universities, or they go in for the India Civil Service or the Home Civil Service, or they go to the Bar in some cases without going to the Universities previously.

1464. Under what supervision are they while at King's College?—They are under the general control of the Principal as the supreme executive authority, and of course under the control of the professors who teach them in their respective class rooms.

1465. But as regards lodging, I suppose they have to shift for themselves?—They live, many of them, with their own families. Some board with professors, and a very few live in lodgings by themselves.

1466. Is there any attempt at supervision or at discipline out of class hours?—A certain number of students, I ought to have mentioned, have rooms in college. We have, I suppose, about 40 or 50 sets of rooms, and they of course are under college discipline in the hours that follow the lecture hours. Over the other students we have no control at all as soon as they leave our walls.

1467. Can you give us a pretty fair notion of the cost of King's College to students, distinguishing the cost to those within the college and those without?—The fees for the Department of General Literature are 32*l.* 5*s.* per annum. The charge for furnished rooms and dinner from 65*l.* to 75*l.*

1468. To what extent is this college supplied by King's College School?—To a very small extent indeed. I do not suppose that we get more than 10 per cent. of our students from King's College School.

1469. Can you give us any idea as to the sources from which the boys come as regards schools; how many come from private schools, and how many from grammar schools?—I do not think I could at all specify that. I have kept no returns, and can form no accurate estimate.

1470. Do you think any large proportion come from private schools?—A very large proportion, I should think, from private schools, as distinguished from public schools. I am not quite prepared to say what proportion come from private as distinguished from the smaller proprietary schools.

1471. Are you able to give us the result of your judgment as to the attainments which the lads show they possess relatively from private and public schools?—Comparing private with public schools, there is a decided advantage on the side of public schools. The few who do come to us from the greater public schools are generally better trained and better taught; and comparing those who come from merely private schools and those who come from schools in union with King's College, of which there are several, or from other proprietary schools, there is still an advantage on the side of the proprietary schools, for the most part, over the private schools.

1472. When you say "public schools," do you mean to limit that to the nine public schools?—Yes, I use it in that technical sense.

1473. Then you do not mean to include any other grammar school, such, for instance, as Sherborne; that would not be included in the term public school?—I was not thinking of such as that; I was thinking of the greater public schools, such as Eton, Rugby, Winchester, or the like.

1474. I suppose the parents of the lads that come to King's College are generally either professional men or men in the more lucrative forms of business?—Yes.

1475. What would be called a higher section of the middle class?—Quite so.

1476. Have you no standard of attainment under which you will not admit lads into King's College?—No, we have no standard. We take them with whatever knowledge they come, and sort them and place them in class accordingly; and we do what we can for them. We have no entrance examination.

1477. Supposing you were to find a lad completely untaught in an important branch, would you still admit him?—If we found him unable to read and write, not knowing the simplest elements, I suppose we should probably write to his parents and guardians, and recommend them not to send him; but such a case has not occurred.

1478. I think you said that you yourself had no experience in examinations, except in divinity?—Only in divinity.

1479. Did you mean the remark you made, that you thought the lads had rather fallen off of late years, to apply to what you are specially acquainted with, or was it your estimate of their general attainments?—It applied partly to their direct knowledge of the subjects in which I examine, and partly also to the general culture shown in their writing, their spelling, their grammar, and their general composition, of which, of course, a divinity paper is a very fair test.

1480. (*Lord Lyttelton.*) It also applied to the knowledge of religion?—That is my impression on the whole,—that it is lower now than it was.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1481. (*Mr. Forster.*) Is there any condition attached to King's College requiring lads to be taught the principles of the Church of England ?—All the teaching that is given is in conformity with the teaching of the Church of England ; and certain privileges, scholarships, associateships, and the like are limited to those who have attended the divinity lectures and the service in chapel. But a student of any other religious body may matriculate, and may receive the whole course of education *minus* the divinity lectures.

1482. You have told us of the matriculation, which is not an examination but merely a registry of entry ; is there any degree upon leaving the College ?—We have no power to give degrees, but we recognize the good conduct and the satisfactory progress of the students by giving them a kind of honorary title. They are made Associates of the College, and then their names are placed on a permanent register, and appear printed in the calendar, and they have certain privileges.

1483. (*Lord Taunton.*) Are they required to be members of the Church of England to obtain that distinction ?—There is no test of membership, but it is a condition of the associateship that they should attend the divinity lectures. If not being members of the Church of England they do attend these lectures, and so comply with the condition, then they are admitted to the associateship.

1484. (*Mr. Forster.*) You mentioned "privileges ;" what are those privileges ?—They may attend without further payment the lectures of the Department which they have attended during the three years, and of which they have become associates.

1485. Do they thereby obtain any advantage for the medical profession ?—No ; they obtain no advantage for the medical profession unless they have attended the whole course of education in the medical department, and been admitted as associates of that department.

1486. You spoke of several schools being in affiliation with King's College ?—Yes.

1487. What are they ?—I have a list of them in the calendar : they are Camberwell Collegiate School ; Forest Grammar School ; Western Grammar School ; Brompton Church of England School ; Hackney Proprietary School ; Kensington Grammar School ; Philological School, Gloucester Place, New Road ; All Souls' and St. Marylebone District School ; St. Peter's Collegiate School, Eaton Square ; Grammar School, Woodbridge ; Stockwell Proprietary Grammar School ; Proprietary Grammar School, Stepney ; Proprietary School, Islington ; Westbourne Collegiate School ; Dunmow Commercial School; and Grosvenor College, Bath.

1488. (*Lord Lyttelton.*) Is affiliation a formal thing, done by some document ?—I believe it is not done by a document ; I believe a petition is presented to the governing Council of King's College. They make certain inquiries into the character, reputation, and government of the school, and if they are satisfied, it is admitted by a resolution, which is entered on their minutes.

1489. (*Mr. Forster.*) In what relation does the school stand with you after being affiliated ?—Students from schools that have been so affiliated come to us with certain advantages. One year at a school in union may count as a year towards their associateship. They may, in fact, take on entrance the position which otherwise would belong to a second year's student.

1490. Is it a necessary condition of such affiliation that these schools should be Church of England schools ?—Yes.

1491. Have you any system of inspection or examination of these schools ?—No ; no system of examination. It happens (but it is not

systematic) that they do call upon our classical or mathematical teachers to examine them, but it is no part of the conditions of affiliation.

1492. You do not require them to come up to any standard of education ?—No ; we exercise no control over them.

1493. (*Lord Lyttelton.*) Are these associateships given on examination ?—They are given either on examination, as for the associateship, or otherwise, by a somewhat complicated system, which is stated in the calendar, of satisfactory evidence having been given in the course of the student's three years, that he has profited so far that he has gained a certain amount of prizes, certificates, and so forth.

1494. Have you any evidence of those titles being valued by the public, or in any particular line of life ?—The students themselves seem to value them. Those who stay there the requisite time always seem anxious to get them, and I think on the whole the system works well. It is something for them to look forward to. They know if their conduct is not good, or if they are altogether idle and inattentive, they will not get it. I think it acts as a healthy stimulus to them.

1495. There is no limit to the number of them ?—No.

1496. How many practically are given in a year ?—I should think about eight or ten.

1497. (*Mr. Forster.*) What proportion of your lads are generally from the nine public schools ?—A very small proportion. I should think about four or five per cent. I should not think more than that.

1498. (*Rev. A. W. Thorold.*) With respect to the Evening Classes ; what is the nature of your supervision over them ?—The supervision consists in the order which each professor keeps in his lecture room, in a register of attendance, in the necessity of certificates of attendance for the associateship, which is very much valued and sought after.

1499. Can you say what are the subjects which are most generally taken up in the Evening Classes ?—French very largely, arithmetic largely, and mathematics, English history, literature, and composition, and the divinity lectures. I think on the whole those are the best attended.

1500. Are examinations of the persons attending conducted at the end of the term ?—At the end of the session. The session for the Evening Classes begins in October and goes on to the end of March, and about a week or a fortnight before Easter there is an examination.

1501. Are prizes or any other distinctions given to those who have done best ?—Prizes and two kinds of certificates are given ; certificates of approval, which may be gained by any fairly industrious student, and certificates of honour, which imply a great measure of ability.

1502. What do you conceive to be the main general objects of those who attend the Evening Classes ?—I think self-improvement. I think it is a very genuine desire to increase their own stock of knowledge. Most of them are already in positions of some trust. I do not suppose that in many cases any distinction which they might gain with us would materially, for the time, affect their prospects.

1503. Are you able to say whether any proportion of those who attend these Evening Classes have been instructed in National schools previously ?—I am not able to state at all, but I should think comparatively few.

1504. Is any religious instruction given at these Evening Classes ?—Yes, I give a weekly lecture sometimes on the Prayer Book, sometimes on the Gospels, sometimes on the Epistles, and sometimes on the Old Testament, varying it from year to year.

1505. Is the attendance optional ?—The attendance is not optional in the case of matriculated students. Matriculated students engage to

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865

attend a certain number of lectures, and of those lectures divinity is one.

1506. Matriculation is not a necessary condition of attending the Evening Classes?—No, and a comparatively small number matriculate. Of the 660 I named as the present number of evening class students, I think not more than 60 are matriculated.

1507. Can you at all say what is the proportion of students at these Evening Classes who are willing to attend the class for religious instruction?—About 100 have been attending during the last winter session. That is about one in six, or about 16 per cent.

1508. Have you been able to form any distinct impression from your experience at King's College of the quality and methods of education generally in the middle classes?—My experience of the Evening Classes would lead me to think that after a time—after they have had three or four years in the practical work of life—that which they learnt in their earlier years seems to bud, and grow, and expand. The general tone of ability, the general style of work of these men at the Evening Classes, who for the most part are clerks such as I have described, is certainly higher than that of the younger men of 16, 17, or 18, who are in the Department of Applied Science. That of course is partly due to the fact that the younger fellows are sent to us, and perhaps come reluctantly, and do not throw themselves into the work with any zeal, while the evening class students all come of their own accord; they are spontaneous workers.

1509. (*Lord Lyttelton.*) Did you ever meet with any case in which the religious instruction of your students in their boyhood appeared to have been almost entirely neglected?—In the two Departments of General Literature and Applied Science (the day departments) I have met with many cases in which religious instruction seemed to have been totally neglected, in which there was not the most elementary knowledge.

1510. Have you seen any improvement in that respect?—Do you mean improvement during the time they are with us?

1511. I mean in the state in which they come to you?—No; as I said sometime ago the general condition of the knowledge with which they come seems to me on the whole to be lower than it was.

1512. Is the title of "associate" the highest which you have to give?—That is the highest distinction we can give except one, which we only give as a kind of honorary recognition of those who in after life, at the Universities or elsewhere, have attained to distinction of some kind, and those we call "honorary fellows."

1513. (*Dr. Storrar.*) Would your Professor of Greek admit a lad to his class who had had no previous training in Greek?—Yes, I think he would. He would endeavour to ground him. I should explain that we have a Professor of Greek and we have also two assistant lecturers, so that there are always three classes in Greek working side by side with each other. One class in many cases begins the work.

1514. Would the same principle apply to Latin?—I do not think we have ever had a case of a boy coming to the General Department totally ignorant of Latin. A good many have come to us totally ignorant of Greek, and some do not learn Greek at all.

1515. What subjects of study do you include in your department of literature?—Greek, Latin, mathematics, modern history, English literature and composition, French, German, and divinity.

1516. Not natural philosophy?—Not natural philosophy in that department.

1517. Nor chemistry?—Nor chemistry; natural philosophy and chemistry enter into the course of the Department of Applied Sciences.

1518. Supposing that a man wished to be an associate of King's College on leaving, how many subjects would he be required to have attended in order to get that *status* ?—In the Department of General Literature he would be required to have attended all those subjects.

1519. (*Mr. Forster.*) Any French and German ?—Either French or German, not necessarily both.

1520. (*Dr. Storrar.*) Do you hold out any encouragement at all to men who are taking a literary course to devote a portion of their time to physical science ?—No stimulus is given to them. The physical science falls, according to the working of our system, entirely into the course of those who are working for engineering,—the Applied Science Department. The General Department, where we aim at giving such a training as would fit men for the Universities or for other work, does not include and does not encourage physical science.

1521. Limiting yourself to the Department of Literature, what are the favourite subjects, what classes are most attended ?—There is no great variation, because in that Department the great body of the students are matriculated students, and therefore come under the discipline of the College and take the entire course. They attend all the classes, except in a few exceptional cases, which are marked out for them in the calendar.

1522. What particular class of students occupy the rooms in the College ?—No particular class ; some members of all departments.

1523. Do you know anything of the literary preparation of students who come to the College to study medicine ?—On the whole that has improved. It has improved, I think, very noticeably within the last six or seven years, perhaps even more within the last three or four years. That I take to be due to new regulations, which have within that period been enforced by the College of Surgeons. They require for their examination a higher standard of general education than they used to do, and the result is that our medical students come to us now a little older than they used to come, and consequently with a higher standard of knowledge.

1524. In fact that examination in arts, preliminary to the commencement of medical study, is in conformity with the requirements of the medical council ?—Yes.

1525. Have you ever heard medical professors of King's College complain of the want of preparation of their students for advantageous study of the subjects involved in the course of the study of medicine ?—No, I have not heard such complaints from any of our professors.

1526. (*Lord Taunton.*) I think you stated that you were Dean of the Queen's College for the instruction of ladies ?—Yes.

1527. What are your duties as dean with reference to that institution ?—As dean I have a general executive authority over all cases of discipline that come before me, and the general arrangement of the lectures and class rooms.

1528. What is the nature of that institution ?—We describe it in the terms of the charter as aiming at "the general education of ladies and granting certificates of knowledge" to those who pass examinations.

1529. How was it established ?—It was established first of all in connexion with the Governesses Benevolent Institution in the year 1848. For four or five years it worked as a branch of their machinery. In the year 1853 we applied for a separate charter and obtained it, and since then have been working on our own responsibility.

1530. What number of pupils are there at this moment ?—About 200 altogether ; including a preparatory school which contains between 30 and 40 ; about 100 girls are in the same position of the matriculated

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

students of King's College ; we call them "compounders." They take the entire course, or the greater part of it ; and there are about 60 or 70 who attend classes at their discretion.

1531. Are there any means of receiving boarders as part of the system ?—The College, as such, does not take the responsibility of receiving boarders, but it gives a special sanction to two ladies, whose character it has ascertained, to receive boarders, and in their two houses they receive about 30 or 34.

1532. At what age do these young ladies generally come to you ?—At the college they commonly enter at 14 or 15 years of age ; 13 is our starting point.

1533. From what class of society do they come ?—From much the same class as the students of King's College. We very often have the sisters at one and the brothers at the other.

1534. Do you think they come often or generally for the purpose of themselves engaging in tuition afterwards, or do they come for the purpose of acquiring education ?—For the most part in order to acquire an education for themselves, with no definite purpose of a governess's life beyond.

1535. You do not teach them with reference to the profession of a governess particularly ?—No, we always have disclaimed doing that.

1536. What is the expense of education at this institution ?—At Queen's College the scale is graduated according to the age of the girls, but taking a girl at the age of 15, who comes in to get a training at the College, the total course, not including music, either vocal or instrumental, would be 10 guineas a term, or 27 guineas for the whole year if the payment is made in advance.

1537. Who are the instructors of these young ladies ?—I have brought one or two prospectuses of the College with me, which contain a list of the professors and teachers. The names of the committee, which include most of the teachers, are—Mr. Antonio Biaggi, Professor of Italian ; Dr. W. Sterndale Bennett, who is examiner in music ; the Rev. S. Cheetham, Professor at King's College, who lectures on divinity ; the Rev. T. A. Cock, who takes mathematics ; the Rev. Francis Garden, the Sub-Dean of the Chapel Royal, who takes theology and moral philosophy ; Mr. William Hughes, who takes geography ; Mr. John Hullah, who takes vocal music ; Mr. Alphonse Mariette, who takes French ; the Rev. F. D. Maurice, who takes modern history and English literature ; the Rev. M. Meyrick, who takes Latin ; Mr. W. Cave Thomas and Mr. Henry Warren, who take drawing ; and Dr. Weil, who takes German. I myself take ancient history.

1538. Do you consider this to comprise a very complete course of education such as young ladies may be required to receive ?—I think it is a very satisfactory course. It was very carefully drawn up at the time, and from time to time has been modified.

1539. Under whose general superintendence is this course of study pursued ?—It is under the control of a Committee, consisting of the persons whose names I have just read, and of a Council who meet from time to time, who regulate its finances and the matters that do not fall under the special province of the Committee. The idea is that the general government rests with the Council, and the control of the education with the Committee.

1540. I see there are Lady Visitors ; what are their functions ?—The functions of the Lady Visitors are to exercise a general superintendence over the *morale* of the College. The moral discipline of the College

comes under their supervision, and a special duty is to be present in the room during the lectures.

1541. Is it always the case that one or more of these ladies is present in the room during the lectures?—It is not always so. London engagements and absence from town interfere with their duties at the College. On an average they are present at two-thirds or three-fourths of the lectures; one or other of them.

1542. Is there any lady resident at the college in constant attendance?—There is a Lady Resident who actually lives in the College, who is always present in the waiting room or library, and who sees that the pupils of the college are in good order, and are employing themselves well in the intervals between lectures; she sees that they go to the lectures at proper hours, keeps the register of their attendance, and so forth.

1543. How long do these young ladies remain at the institution?—Our course is planned for four years, but there also, as at King's College, the idea a little breaks down, and most of them remain only three years. It is modified in this way, that the greater part of them, perhaps about four-fifths, come at a sufficient age and with sufficient knowledge to take their place at once in our second year, and so they go on to the third, and fourth year.

1544. (*Lord Lyttelton.*) Practically music is almost always included?—Not invariably; for the most part they take it.

1545. What charge is added for that?—Two guineas a term if they are beginners and are taught by ladies, and three guineas if they are a little more advanced and are taught by masters.

1546. (*Lord Taunton.*) The religious instruction, I apprehend, is committed to yourself?—No; Mr. Garden takes the religious instruction there.

1547. What are your particular functions in reference to instruction in that institution?—I lecture on ancient history. I include sacred, that is, Jewish history, the history of the great eastern monarchies, and so forth, and pass on to the history of Greece and Rome.

1548. Are there not occasionally lectures given by others; I think Dean Stanley the other day lectured at the institution?—Yes, from time to time we have special lectures. The Dean of Canterbury, Dr. Whewell, Archdeacon Browne, and Mr. Maurice have sometimes given special lectures, and Dean Stanley gave a course this term a few weeks ago.

1549. Upon the whole, are you of opinion that this system has worked very advantageously in giving a sound and good education to these young ladies?—I think very well indeed. I am more and more satisfied with it myself.

1550. What is the nature of the certificates or degrees or honorary rewards of any kind that are given to them for successful exertion?—For the most part we go on without rewards and without punishments. We have no prizes and we have no class lists. We send reports to parents at the end of each term, in which each professor records the progress which the pupil had made, and we have special examinations at the end of every half-year, but a very small number go in for those examinations.

1551. There is no taking places or anything of that sort?—Not in the college; nothing of the kind.

1552. Is the principle of emulation in no manner brought into play?—I think there is very little emulation in the sense in which that word is generally used. They are very eager indeed to get satisfactory reports, and they look very carefully to the epithet that qualifies the

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

reports, " most satisfactory," or " very fair," and so forth ; but I do not think that there is anything approximating to rivalry.

1553. Is that done on principle ?—That is done on principle, and has been from the first. We have never published class lists and never put up any in our college rooms.

1554. Do you think it would be disadvantageous in a moral point of view ?—I think they do not need the stimulus ; they get excited enough sometimes even by the very moderate expectations which they have ; and, I think, not being needed it would be injurious to them.

1555. Do you find them as desirous of instruction and as capable of receiving it as boys of the same age would be ?—On the whole a good deal more so.

1556. These young ladies come to you educated probably in various ways ; some of them from schools, some from home ; taking them altogether, in what state do they enter the institution with regard to information and instruction ?—On the whole I think with a better proportion of knowledge than boys of the same age and the same rank.

1557. Would you draw any distinction between those who are educated at home and those who come from boarding schools ?—I think for the most part those who have been educated at home are the best and most promising pupils of the two.

1558. Do you believe that those young ladies who come to you are a fair specimen of the class of society from which they come ?—I think so.

1559. (*Mr. Forster.*) Are they not more than a fair specimen ? Would they not generally come from parents who had a particular care for education ?—Quite so. I think they would be good specimens rather than the average.

1560. (*Lord Taunton.*) I suppose they come rather from what may be called the upper stratum of the middle classes ?—I think so ; from the same class as our pupils at King's College.

1561. Could you take more if there were a greater number of applicants ?—Not many more, I think. We might perhaps go up from 200 to 250 ; but I think we should either have to stop there or to enlarge our premises. I do not think with our present accommodation we could take a much larger number.

1562. Do you give anything in the way of diploma or degree ?—We have certificates of two classes, one given to our own pupils, " certificates of general proficiency," for which they must bring up at least three subjects for examination, one of those subjects being a modern language; and another class of certificates given to any ladies who may come, whether we have trained them or not. The certificates in that case are limited to single subjects, a certificate in French, in Italian, or in music, as the case may be.

1563. You have probably devoted a good deal of consideration to the subject of the education of girls throughout the country. Have you formed any general opinion of the state of education of girls, especially of the middle class ?—My impression, as I said just now, is on the whole favourable ; but occasionally we come in contact with girls who are sent to us who have been either at private schools or under home teaching before, who are very backward, very ill taught, very ill cultured indeed. One seems to get there a glimpse of a lower stratum of knowledge.

1564. Your experience in connexion with these girls would probably hardly have led you to judge accurately of the state of education of the daughters of small tradesmen and so forth ?—No ; in very few cases can I express an opinion upon that.

1565. And you have not in any other way been able to form an opinion ?—No; I have not been able to form an opinion, except from my connexion with this college.

1566. Can you suggest to us any steps which you think it would be useful to take with the view of improving the state of female education in this country ?—My belief is, that the step which the University of Cambridge has just taken is likely to work very well indeed. I think it will probably tell on the larger number of private girls' schools throughout the country, and give them something like a definite standard to work up to.

1567. Are you at all acquainted generally with the qualifications of the teachers of girls' schools ?—I have very scanty means of judging. I occasionally come in contact with those who have been teachers or governesses brought up under the old *régime*, trained some 15 or 20 years ago, and if one takes them as specimens, though the induction is a very small one, the impression is not satisfactory. There seems to be an acquiescence in many cases in a very low standard.

1568. Do these girls come to you well grounded in arithmetic, spelling, writing, and things of that sort ?—In spelling and writing the standard is, on the whole, much better than that of the boys of a corresponding age of the same class, not in arithmetic.

1569. (*Lord Lyttelton.*) Do they express themselves well ?—On the whole they do. They write better papers; the sentences are better formed than those of the boys.

1570. Not too diffuse ?—No, I think not. They write very rapidly. In the course of two hours' examination, perhaps, they will sometimes cover 18, 20, or 25 pages about the size of this sheet of letter paper, and for the most part very well written.

1571. Have you an endowment ?—We have no endowment at all. By annual savings we are forming a kind of reserve or endowment fund for future contingencies; but we did not start with any.

1572. Had you any difficulty in obtaining your charter ?—A certain guarantee was given by a number of individual professors and others who applied for a charter, that they would be responsible for a given sum until that sum had been accumulated out of savings. I had very little to do with the college at that time, and took no part in the negotiations connected with the charter.

1573. Do you get pupils from all parts of England ?—The majority of the pupils reside in London, but the ladies who receive boarders have from 30 to 35 who come from different parts of England.

1574. Are the houses near the college ?—One house is on the college premises, the other is distant about a mile and a half.

1575. Is the religious knowledge of the girls equal to what you have observed in the boys ?—I think, on the whole, it is higher; I think, for the most part, they have been better trained at home.

1576. Is 13 the minimum age ?—For the college. We have a school at which they are admitted at a very early age—at 5.

1577. Have you any entrance examination ?—We have not. The pupils are seen by the Professors, and they are placed, as far as they can be, according to their knowledge.

1578. You say that you hardly apply the principle of emulation, understood as rivalry, at all. Do you conceive it to be less applicable to the female character than to that of boys ?—I think so.

1579. It might have a questionable moral effect upon them ?—They do not need it as boys do, as a preparation for the life that lies before them, and one does not see that they would gain much by it.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1580. (*Lord Taunton.*) You are probably acquainted with the French principle in that respect?—I have had no opportunity of personally watching the French system.

1581. (*Lord Lyttelton.*) Do you think the girls generally make more rapid progress when they have once begun with you, than the boys?—It seems to me that they make a more rapid progress up to a certain point and in certain subjects. I think they learn languages more readily. They also take to history and learn it more accurately; they seem to have more interest in it than most boys of the same age. They a little fail when they get to the higher stages of the exact sciences.

1582. (*Mr. Forster.*) Do you think that it is quite a fair comparison, comparing Queen's College with King's College, and the general relation of boys' schools to girls' schools?—I think not quite. As you mentioned just now, we probably get rather the pick of the girls; the best girls of parents who are anxious to train them; and we do not get the same selected few at King's College.

1583. They come from a much smaller selection?—Comparing Queen's College with the day departments, the General and the Engineering Departments of King's College, the numbers are nearly about the same. I see as many girls at Queen's College in their day work as I see boys and young men at King's College.

1584. Taking the knowledge of Scripture history possessed by the girls on being admitted to your school, can you give us an idea to what extent it would go with the average?—I think most of them would be able to give a very fair answer to questions on the history of the Old Testament, and the Gospels, and perhaps some also would have a fair knowledge of the Church Catechism, and questions connected with it.

1585. Could you, in the same manner, give us an idea of the average Scripture knowledge of the boys that come to King's College at the time of their entrance?—It is very difficult to make a general statement, because one has to strike an average between extremes. As I said, some have been well-trained, and would answer a good many questions that a bishop would put to a candidate for Orders. Some have been altogether untrained, and are almost entirely ignorant. It is very hard to strike an average in such cases.

1586. (*Dr. Storrar.*) You say you give certificates to ladies who have passed in three subjects; what are the three subjects?—They may choose their subjects out of any that are taught in the College, subject to the condition that a modern language is one of them.

1587. Do any number of them apply themselves to classics?—Latin forms part of the course of the College; and the greater portion of the pupils attend the Latin classes.

1588. How far does the classical reading go?—It extends up to Virgil and Livy.

1589. Do you find them fairly apt at acquiring classical languages?—Very apt indeed at acquiring them. They show the same readiness and facility in acquiring classical as in acquiring modern languages.

1590. What about arithmetic?—Arithmetic on the whole is apparently less to the feminine taste. They take less readily to it and do not make the same progress in it. I believe at the experimental examination which the University of Cambridge sanctioned in the winter of 1863, that a very large proportion of failures (I think between 60 and 70 per cent.) were failures in arithmetic.

1591. Do many take mathematics?—Yes, a very fair proportion read mathematics, and read up to the first three books of Euclid and quad-

ratic equations in algebra. Those who do take to it, and who seem to have any love for it, make very rapid progress, and often write exceedingly good papers. I was looking the other day over one or two papers in natural philosophy which were exceedingly well written.

1592. What is the general age of your pupils? You say you admit them at 13, but there are some, I suppose, admitted at a later age than that?—Yes, a good many come at 15 or 16. I do not suppose we have any attending the whole course of the college above 20; but we very often have ladies who come in between 20 and 30 to take teaching in special subjects—who will attend, for example, a drawing class or Mr. Maurice's lectures on English literature.

1593. You allow that?—Yes.

1594. (*Mr. Forster.*) Would 14 be the age at which they are generally admitted?—14 or 15 would be the average age.

1595. (*Dr. Storrar.*) You say that girls are very acute and apt at learning as compared with boys of the same age; that goes up to a certain point, but when they come to a more mature age they are not so apt at the more mature studies?—I do not think they seem to possess the same grasp. If one may venture to say so, I do not think that their minds are so inductive. They apprehend quickly, they remember for the most part accurately and retentively; but they do not ultimately write such good essays as a well-trained young man would.

1596. Would you put it in this way, that up to a certain point the mind of girlhood is equal to the mind of boyhood, but that when they get above that point the capacity of the boy outstrips that of the girl?—I think the fable of the hare and the tortoise would a little express it, that up to a certain point the girl-mind moves more rapidly and makes more progress than the boy-mind, and not beyond that point; partly, it may be, because the girl has fewer external interests and therefore fewer distractions from her work.

1597. You have no connexion at Queen's College with other schools; there is nothing like a system of affiliation?—A system was begun about six or seven years ago. One school, a college at Manchester, was formally affiliated, and there have been others since, but it is only fair to say that the affiliation has been almost a nullity. We have exercised no control. They have not come to us to be examined, and we have not sent examiners to them. The system of affiliation has not been carried any further since. Since I had any share in the management of the college I have not seen my way to working such a system, and I have preferred not entering on it unless I did see my way.

1598. I will ask you one general question. Would you generally approve of the notion which has been put forward in the course of the last two or three years, that it is desirable to train the female mind after the same formula as the male mind?—Up to the point when the studies of the male mind become distinctly professional, I should say yes.

1599. Would you go so far as to enunciate the principle that it is desirable that the female mind should be educated in precisely the same line as the mind of the male up to the standard of a degree in arts of a University?—I think yes; reserving my opinion as to the details of working such a machinery, I think that up to the knowledge represented by a degree in arts in the University of London or the other Universities, the standard of male and female education might very well be identical.

1600. (*Mr. Forster.*) Do you think that the parents of the young ladies who came to Queen's College would send their boys pretty

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

generally to any one of the nine public schools?—I think the majority would not. I think in some cases they would. As I said before, I think Queen's College represents the same social stratum as King's College; that it draws a few from the upper stratum that would correspond with that from which boys are sent to the nine public schools; but that the great proportion of the pupils come from those who would be within the limit.

1601. It comes from the same social stratum, but it comes from those parents within it who care the most about education?—Yes.

1602. (*Lord Taunton.*) You are aware of the objects of this Commission, viz., to endeavour to discover means of improving the education of the boys of the middle classes of this country; are you able to favour the Commission with any suggestions upon that point?—I think, as regards the education of boys, much good might be done if some machinery were at work which would enable any one taking to the function of a teacher to ascertain his own qualifications, and to give some guarantee to others that he was qualified.

1603. Should you approve of a system of certificates to be given to the instructor before schools were opened?—As far as I have at present seen my way to the working of such a system, I should approve of it very thoroughly.

1604. Would you make it compulsory or optional?—I think it would be best to begin by making it optional. I think there would very soon be a practical distinction in the minds of most men between schools that were worked by certificated tutors and those that were not.

1605. Have you at all thought of any machinery by which these certificates could be given?—I have sometimes thought that an expansion of the Oxford and Cambridge machinery for the local examinations might be made applicable to it; that the two Universities which now have their local centres of examination might, in addition to their present junior and senior examinations, have a yet higher standard, and that that standard should represent a competency to teach.

1606. Would you confine such powers to the two Universities of Oxford and Cambridge, or would you include the London University?—I name those two because at present they have the most available machinery for local examinations, and it seems to me important that the examinations should be local, that you should carry the examinations to the provinces and not the provinces to the centres.

1607. Do you not think there would be a jealousy on the part of the country if this was given exclusively to the Universities of Oxford and Cambridge. Why should not the University of London be admitted to a share of such a system?—I should be quite content to leave the field open to the University of London or to any other body that seemed competent to exercise the function.

1608. (*Dr. Storrar.*) You are aware that the University of London does conduct local examinations for matriculation?—Yes.

1609. (*Lord Taunton.*) Is there any system of school inspection which you think it would be useful to establish?—I think that a system of school inspection might work well, but I do not see my way at present, as far as I have thought over it, to the machinery for working it. We have a machinery in the three Universities of Oxford, Cambridge, and London, which with a very little expansion might be applicable to the system of giving certificates to teachers; but unless we were enormously to increase the number or the functions of the present school inspectors, I do not see how we could get at the other result.

1610. (*Mr. Forster.*) Are you aware that the University of Cambridge sends down examiners to inspect and report upon any school which is willing to take it upon certain conditions?—I am not aware of it.

Rev. E.H. Plumptre, M.A.

22nd Mar. 1865.

1611. (*Dr. Storrar.*) Suppose it was necessary for the State, as the superior trustee of grammar schools, to supervise these schools, would it be consistent with your notions that there should be an inspection of the education given in these schools under the authority of Government?—I have not given much thought to that remoter contingency, but on the first blush of the question I should answer it in the affirmative.

1612. I mean compulsory as regards the endowed schools?—Quite so.

1613. Would you consider it then a proper thing to offer that inspection to proprietary and private schools, provided the proprietary and private schools were willing to avail themselves of it?—Does the question refer to an offer on the part of the Government?

1614. Yes.—Quite so.

Adjourned.

Tuesday, 28th March 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY, M.P.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, M.P.
THE DEAN OF CHICHESTER.
THE REV. FREDK. TEMPLE, D.D.
THE REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
W. E. FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

GEORGE GRIFFITH, ESQ., M.A., called in and examined.

G. Griffith, Esq., M.A.

28th Mar. 1865.

1615. (*Lord Taunton.*) You are a Master of Arts of the University of Oxford?—Yes.

1616. What offices have you held in connexion with instruction in the University of Oxford or elsewhere?—I am at present deputy professor of experimental philosophy, I lecture in my own college on natural science, and I gave lectures for a few years in a grammar school in Oxford on natural science and mathematics. I give lectures at present once a week at Winchester College, and I have done that since January 1863.

1617. What is your college at Oxford?—Jesus College.

1618. Have you been connected with the system of local examinations?—Yes; I have examined several times, once in physiology; and three times in natural philosophy, which now includes only light, heat, electricity, and magnetism.

1619. You are, I believe, connected with the British Association?—Yes, I am secretary; I succeeded Professor Phillips about three years ago.

G. Griffith, Esq., M.A.

28th Mar. 1865.

1620. (*Lord Lyttelton.*) Are you general secretary?—I am the assistant general secretary.

1621. (*Lord Taunton.*) You have chiefly been connected, with regard both to instruction and examination, with natural science?—Yes, and mathematics to a certain extent.

1622. Do you find that natural science is at all generally recognized as a branch of education in English schools?—In a very few. The only large schools I know of are Rugby and Cheltenham, and, at present, Winchester.

1623. In what way do you teach natural science at Winchester?—I go there once a week. I have two classes of boys, each class consisting of about 30. I give them lectures upon different branches of physics, and astronomy. By physics I mean mechanics, acoustics, light, heat, electricity, and magnetism. I expect the boys to take notes of these lectures, which are afterwards written out. I inspect the notes and correct them. I find great difficulty in carrying out this plan completely, because the writing out of the notes is not easy.

1624. Do you find that the Winchester boys follow these lectures in a useful and intelligent manner?—Yes, many of them do. I should say from the results of examination that about a third of those that I teach do.

1625. Does the cultivation of these sciences in a boy lead to any advancement in the school, or to any of the objects to which boys naturally look?—There are prizes given by Lord Saye-and-Sele which I think cause a certain number of the best boys to work more than they otherwise would. The marks given for physical science do not tell in the examinations of the boys in the highest form.

1626. Do you think it would be easy to introduce some knowledge of the elements of natural science into the education generally given in schools?—No; there are many difficulties to deal with. In the first place there are not at present many masters capable of teaching boys; in the next place there are hardly any good educational books. There are good works on science in English, but they are not written for schools. As regards those schools which supply Oxford and I suppose Cambridge, there are other difficulties, such as that the study is not sufficiently encouraged by the colleges at Oxford; very few scholarships are given for natural science. I ought to state that the University of Oxford encourages it equally with other studies. We have an excellent museum, and work-rooms, and there are public examinations, which are put on the same footing as the examinations in classics and mathematics. But the encouragement given by the colleges is very small. So far as I know, there are not more than two scholarships in the year given for natural science.

1627. Do you think it would be an important object in the training of a boy that he should receive the elements of natural science at school?—Of certain branches of natural science I think it would be very important.

1628. What branches?—The elements of physics. Even very young boys may be taught that subject. They can be shown simple experiments, and if they are made to understand the explanations which are given of the experiments and afterwards to write an account of them, I think that they have an opportunity of exercising their mental powers in a way which young boys at school do not often have.

1629. You think it would be useful that they should commence that course of instruction at school rather than defer it to a later period?—Yes, I think so, because many of them would never have the opportunity afterwards, and the older boys would improve their mathe-

matics very much by applying them to physical questions of a simple nature.

G. Griffith, Esq., M.A.

28th Mar. 1865.

1630. Do you not think that those boys who never had any opportunity of acquiring further knowledge of those subjects would be very likely to forget what little they had learnt at school ?—Not altogether.

1631. Would you regard it as important in the way of mental training ?—Yes ; I think it comes much more before their minds than what they get in classics or even in history.

1632. (*Lord Lyttelton.*) How do you mean, "comes more before "their minds ?"—It deals with phenomena which occur in daily life.

1633. (*Lord Stanley.*) Do you think they take a more intelligent interest in those subjects than they do in the subjects which are commonly taught in schools ; as for instance, the rudiments of classical teaching ?—I think they would take quite an equal interest. I do not know whether the same boys would. I find as a general rule that those who do well in other subjects are the working boys, and they are best in my subjects too.

1634. (*Lord Taunton.*) With regard to physics, mechanics, hydrostatics, acoustics, electricity, magnetism, and so on, do you think it useful that boys at school should be taught the elements of these sciences ?—Yes ; I think that they are the fundamental sciences ; that they are the basis of all other science. Chemistry, for instance, cannot be learnt without a certain knowledge of physics, and the physiology that would be taught without assuming in the learners a previous knowledge of physics, and indeed of chemistry, would be very poor. I try to introduce a certain amount of chemistry in my teaching, for instance, when I lecture on electricity, the decomposition of substances by the galvanic battery enables me to refer to certain chemical laws which are very general. Again, when lecturing on light, spectrum analysis enables me to speak of the elementary substances. I am also able to introduce a few physiological ideas when I explain the eye in optics, and the ear and the vocal organs in acoustics.

1635. How long has this species of instruction been introduced at Winchester school ?—For about two years. Before that period lectures were given to the whole school, but I refused to do that because I knew the boys would only look upon it as a kind of amusement ; many of them would view the lectures in the same light as the exhibition of a conjuror.

1636. Do you find an increasing interest in the boys at Winchester in these subjects ?—I cannot say that I do, because I do not attempt to make them amusing.

1637. Increasing *interest* ?—Do you mean amongst those whom I teach ?

1638. Yes.—Among those who get on there is. One of the disadvantages to be contended with at such a school as Winchester is that the boys who do well in my subjects do well in classics, and they know it pays better at the University to give their principal attention to classics.

1639. (*Dr. Temple.*) You said just now there were difficulties in introducing the general study of natural science into schools. Have you thought at all how those difficulties might be obviated ?—I hope that some of them will be obviated when the Universities turn out a sufficient number of men capable of teaching science.

1640. That would obviate the difficulty of the want of teachers ?—Yes, but what is almost equally important is the want of good text-books.

1641. I suppose the good text-books would be sure to follow, would they not ?—I am not so sure of that. I do not see it in other subjects.

1642. You said you thought physics would be the subjects you

G. Griffith, Esq., M.A.

28th Mar. 1865.

would prefer to have generally introduced, if possible. Have you considered the difficulty of providing for experiments?—Yes; that is a difficulty, because a certain amount of apparatus is certainly necessary, and if possible a workroom also should be provided.

1643. Would it not, for instance, be more easy for that reason to make botany a general subject of instruction than physics?—I think there are difficulties connected with botany which do not apply to physics; such, for instance, as the difficulty of getting plants.

1644. But the schools that are scattered over the country, generally speaking, would have no difficulty on that score?—No. I know it was introduced successfully into a village school by Professor Henslow, but I think his success was due to the fact that he was a man of genius rather than to its being the proper subject to teach.

1645. As far as the difficulty of finding means of exhibiting specimens of the subjects of the science to the learners is concerned, botany would have an advantage over physics?—In teaching physics I should be able to show a great many objects to my boys, and besides I would let them make experiments for themselves.

1646. You would have the difficulty of providing apparatus, whereas in teaching botany, your apparatus is at your hand, as it were?—The apparatus that I would buy for a school would be of a durable nature; I would not try very costly or elaborate experiments. The most fundamental experiments in physics are of a very simple nature.

1647. As a means of teaching, you would prefer physics very decidedly?—Yes; in addition to the reasons which I have already given I would add, its connexion with mathematics; the accuracy of the subject, and the great laws which have been established, about which there is no doubt. That cannot be asserted even of chemistry, much less of any branch of physiology.

1648. Does not that confine the benefit to those learners who have some mathematical power?—To understand the higher parts of physics requires considerable mathematical power, but in the elements a great deal may be done in the way of showing experiments, and explaining them in a clear manner, and getting the boys to reproduce the lecture, as I have before said, from their notes.

1649. You say you do not think the rewards that are now offered by the colleges are sufficient; are you aware how far the supply and the demand meet each other in that respect?—The supply is very variable; sometimes there will be a dozen men, and several of them will be fit for scholarships; and at other times not so many.

1650. At the last examination for the natural science studentship at Christchurch, there was, I think, only one candidate?—There were five candidates. I assisted at the examination.

1651. Do you think it would be an advantage if the number of scholarships were increased?—Yes; I think boys at the public schools would then give a fair amount of their attention to it.

1652. (*Sir Stafford Northcote.*) Do you not consider the study of such sciences as botany is useful as developing powers of observation?—It is said to do so, but I do not see that it developes this power more than any other which is accurately learnt.

1653. Do you not believe that there will be many boys who with inferior mathematical powers have considerable powers of observation, which it might be well to develop, and that for such boys a science of observation, such as botany, might be better than a science of a more mathematical character?—I think, that the observations which they would make, would be of a very limited nature; they would know the

names of the plants, but I do not think that such knowledge would be of much educational value.

1654. Might not they be taught to observe ?—To observe with profit would imply a good deal of other knowledge beyond merely recognizing the plants. I think the same applies to geology. Many boys might know the names of fossils, and take a great interest in picking them up, but they know nothing of them beyond the mere names.

1655. (*Mr. Baines.*) Do you teach geology and mineralogy ?—No, I have never taught any subject but physics, and a little physiology.

1656. (*Dean of Chichester.*) The difficulty of introducing natural science into the public schools is that it does not accord with the general studies of the schools ?—They have not sufficient time for additional studies at present.

1657. They would direct their attention more particularly to classics ?—Yes ; they do.

1658. That would not be the case in the middle class schools ?—No.

1659. It would be easier to introduce natural science in middle class schools than in public schools ?—If the schools are sufficiently large I think it would.

1660. In the middle class schools where the instruction in grammar is generally superficial, do you think natural science would be a better basis for the mental training of the boys ?—Yes; if it were well taught.

1661. (*Mr. Acland.*) You said just now, that you thought the study of physics helped boys in the study of the mathematics ; will you explain a little more fully what you mean ?—I will do so by giving an instance ; if I were teaching optics, I should have to speak of angles and planes in giving an account of the reflection of light ; when I went on to refraction, I should have to advance a step further and to use trigonometrical expressions. They only involve the idea of ratio, and I find that very young boys can understand them when they are put before them plainly.

1662. Even without having learnt trigonometry ?—Yes.

1663. You think presenting those subjects in that concrete form assists boys in developing their mathematical powers ?—It is just that.

1664. What is your opinion as to the usual course of mathematical teaching ?—I think far too much time is given to Euclid, time which might be more profitably spent upon the elements of mensuration and trigonometry. I should expect a boy to know nearly all that is in the first two books of Euclid, and a few other propositions before he advanced to these subjects. I think if the time were spent in that way they would have an intelligent knowledge of elementary mathematics. Many of the boys who have read six books of Euclid really know nothing at all about geometry ; they do not understand the simplest elements of it.

1665. Do you go so far as to say that you think the application of geometrical knowledge should go side by side with the study of the elements of geometry ?—I think so.

1666. And that the elements would be better learnt in consequence ?—Yes ; they would be understood, not learnt by rote.

1667. I dare say you know the books of practical geometry used at South Kensington ?—I do not know those works.

1668. What is your opinion as to the amount of training in language which is necessary for the beneficial study of physics ?—I think that a certain amount is very necessary.

G. Griffith, Esq., M.A.
28th Mar. 1865.

1669. Do you find, practically, a deficiency in the knowledge of language when you come to deal with boys in physical science subjects?—Yes, this deficiency is a great drawback; but I think if the plan of writing out an account of what they have seen and heard in a lecture were adopted in schools, that would teach them to express their ideas in clear language.

1670. Do I understand that you think the training in language, in point of fact, might be made a result of the physical science rather than taught abstractedly for its own sake, as a necessary condition first?—Yes. I think they ought to go together.

1671. Do you go so far as to say that the physical teaching of experiments, and their reproduction on paper, will indirectly give a training in language?—Yes; that is what I hope it does.

LORD STANLEY IN THE CHAIR.

1672. (*Dr. Storrar.*) It has been stated by a former witness from Cambridge that he has observed the great disadvantage under which young men come to Cambridge from the want of a knowledge of physical facts, of common things; what would you say as to your experience of Oxford in that respect?—I quite agree with that; but I think their ignorance of the principles of arithmetic is even greater; for instance, I think the majority of Oxford under-graduates could not explain what is the principle of borrowing in subtraction, their ideas about ratio and proportion are very confused, they do not know, when they are working out a sum in interest, that it is according to the principles of proportion. I have been told by one of the examiners in our first examination (Responsions) that they do not ask questions about the principles of arithmetic. They did do so, but they have given it up because the answers were so paltry. Of course that does not apply to those who are mathematicians.

1673. Perhaps in that respect it might be assumed that men going to Cambridge would be better up than those going to Oxford?—I have heard it said that those who are not mathematicians are just as bad in this respect.

1674. In addition to that improvement in arithmetic which you would desire to see secured in the schools from which boys proceed to Oxford, you would also desire that they should get some knowledge of the facts of science?—Yes; I think it would be very desirable.

1675. In teaching at Winchester do you limit yourself to the facts, or do you go into the principles of the science to the extent to which you profess to teach it?—I endeavour to give them facts and to show how the great laws of physics are based on those facts.

1676. So as to set their minds thinking?—Yes. I do not give the boys a rule beforehand, but I show how the rule is got from facts.

1677. So that your lecture would be a lesson in induction?—Certainly.

1678. How many lectures a year do you give at Winchester?—I go there once a week, and give two lectures; that is, to two sets of boys, so that I suppose I give about 60 in the year.

1679. Those are 60 different, not repeated lectures?—Yes.

1680. With regard to botany, if you were to institute botany as the subject of instruction in schools, would it not have to be limited entirely to descriptive botany unless the boy is possessed in some other way of a knowledge of chemistry?—I think it would be.

1681. In fact, what is really of great importance in the study of botany, is not the mere power of describing plants, but the possession of a knowledge of vegetable physiology, and the relation of botany to the other realms of nature?—Yes; modern botany certainly aims at that.

I think it is possible in that subject to give a certain amount of instruction, and also in animal physiology. I might, for instance, lecture boys on nutrition, but they really could not go into the subject at all fully; because when you attempt to explain anything it implies a certain knowledge of chemistry and physics.

1682. Therefore it would be important as a foundation for the study of botany or animal physiology to secure some preliminary knowledge of physics and chemistry?—I think so, certainly.

1683. (*Rev. A. W. Thorold.*) At what age do you recommend that boys should commence the study of physical science?—I think that the youngest boys at a public school could do a little by seeing experiments, and giving some accounts of them so far as they can; but I do not think that in physics much can be done with boys until they understand arithmetic.

1684. Then you would have a certain previous grounding in arithmetic before you would encourage their attendance at your classes?—Yes.

1685. Would you like to make attendance at the classes in physical science compulsory, as in the case of Latin and mathematics, or would you have it optional?—Compulsory, certainly.

1686. Are you able to say whether boys who attend the class of physical science at schools, to any great extent prosecute those subjects after they have left?—I think it is very difficult for me to have information on that, because those who go to Oxford have other work to do. I should add that I have voluntary classes and several boys attend these.

1687. Do you think that there is a disposition in schoolmasters generally to introduce the teaching of physical science into their schools?—They have been very willing to do so at Winchester, and have assisted me in every possible way. We labour under the disadvantage of having no work room, nor is there a proper lecture room.

1688. Have you any experience with reference to the masters of grammar or private schools on that point?—I examined once at Cheltenham college, and there it is introduced very completely.

1689. But not in any other instance than Winchester or Cheltenham?—No, I have not.

1690. Are you able to say whether persons engaged in trade or commerce have expressed any wish that their children should be instructed on those subjects?—Yes; I have heard such a wish frequently expressed at Manchester. I have with me a paper which was prepared for the British Association some years ago, in the year 1855. It is a report by the Parliamentary Committee of the British Association for the advancement of science on the question whether any measures could be adopted by Government or Parliament that would improve the position of science or its cultivators in this country; and it goes into that question, and shows the desirability of teaching science.

1691. Do you think it would be as useful for boys in that line of life as for those who are to be trained for the liberal professions?—I have no doubt it would be.

1692. (*Lord Stanley.*) You have examined various middle-class grammar schools in classics?—I have examined a few.

1693. Is it your opinion, as the result of those examinations, that there is an intelligent teaching and study of classical authors, or not?—No, I have not found that there is. I did not think the boys understood what they were reading in classical authors, and they were quite unable to turn a simple English sentence into Latin. They knew their grammars but they did not apply the rules.

G. Griffith, Esq., M.A.

28th Mar. 1865.

1694. When you say they knew their grammars, what do you mean?—They knew the verbs, and the rules of syntax by heart.

1695. Do you think they knew what the rules meant, and how to apply them?—No, I believe that many of them learnt the rules when very young, and had never thought of applying them.

1696. With regard to composition, do you generally find that there is a power of translating either from Latin into English or from English into Latin?—There is some power of translating Latin into English, but not English into Latin. In one of the schools I examined they attempted verses, and they perhaps had given a good deal of their time to them, but the results were very poor.

1697. The term "middle-class grammar schools" is very vague; will you state what kind of schools you are speaking of?—A grammar school of about 50 or 60 boys, with a head master, a second master, and a teacher of German or French.

1698. Boys, as a rule, of what class?—Tradesmen's sons, and a few gentlemen's sons from the neighbourhood.

1699. (*Lord Lyttelton.*) Were they old endowed schools?—Yes.

1700. (*Lord Stanley.*) With regard to the classical teaching, from what you have stated we may infer that you consider it to be generally superficial and imperfect?—Yes; I was told that the best boy in one of the schools I examined had failed to pass the Oxford local examination.

1701. In the other subjects, such as history and geography, should you say the result was the same?—No; I think the results were a little better. Geography was not very good; they knew nothing of physical geography, they merely knew the names of the capitals, rivers, and mountains of different countries.

1702. Just as much as can be learned by rote?—Yes.

1703. Do you think that is taught in a manner which will enable a boy to remember it and to use it in after life?—Yes; I think some of their knowledge of history and divinity was good.

1704. Having formed this opinion as to the general character of the teaching in those schools, can you tell us to what you think those imperfections are due?—In the first place the masters have no definite plan; they were always changing.

1705. Changing what?—Changing their books and changing their mode of instruction to a great extent. They were probably imitating the teaching of public schools, but failing most signally.

1706. Was there any examination for which they were training boys, or any test which would be applied afterwards to their teaching?—No; I think if there had been they would have had some standard; they had no connexion with any university. There were no boys going to the universities, although, perhaps, the masters intended some to do so.

1707. I suppose, as a rule, those boys would finish their education at the school, and would go into active business when they left?—Most of them would.

1708. And there would be no means of testing what they had learnt, and probably their parents would not trouble themselves to enquire much into the subject?—No, I think not.

1709. Therefore in those cases the masters would be working under the feeling that, in the event of their giving a thoroughly good and sound teaching in those subjects there would be nothing to show for it, no visible result?—There would be no visible result such as success at the University, but I think they might be satisfied with the approval of the parents, and other persons interested in the success of the school and the good education given.

1710. Do you think that the parents, as a rule, would concern themselves much in the matter?—I think most of them would.

1711. That they would not take for granted that it was a good and well conducted school, and that the teaching would be good too?—That is my opinion, but I am not able to state positively that such is generally the case.

1712. I put the question for this reason, that it has often been said that the indifference of the parents to the quality of the teaching is one great cause why the middle class schools are not better; are you able to form an opinion?—I have not had sufficient experience.

1713. Has it occurred to you to suggest any remedy for the evils which you speak of?—Yes, I have often thought that if we had a plan analogous to that which is in operation in France of having some programme of instruction laid down, the schools would follow that.

1714. Laid down by whom?—Laid down by some authority, such as a minister of public instruction and also (which is one of the great difficulties to deal with in school-teaching), if we had better books than we have. I have here a book on arithmetic, written according to the programme of the French Government by one of the most eminent mathematicians in France, M. Serret, and there are many others of this character which are extremely good. They are superior to anything we have in England.

1715. You would have that done by some official authority?—Yes; the University of Oxford is doing it to a certain extent in the local examinations; we lay down a programme, and I may state that we are trying to get books written.

1716. Do you not think there would be a good deal of jealousy and distrust, if any official course of teaching were to be laid down; I do not say upon such subjects as arithmetic, but upon other subjects?—I have no doubt there would be, and people would object to it on the ground of centralization; but we do it for the national schools, and I do not see why it should not be done for the grammar schools. Of course, the public schools are in a different position; they have a standard of education and a great reputation to maintain.

1717. You say you do it for the national schools. Do what for them?—We lay down a course of instruction, we train the masters, and inspect the schools. The Irish National Schools Commissioners sanction books.

1718. You are aware that has led to a great deal of dispute?—I have no doubt it would, but it would be an advantage to have educational books written by the most eminent men in the nation.

1719. You do not think that that is a waste of power. You do not think that second-rate men are capable of writing books of that kind?—No; it is much more difficult to write an elementary book, I think, than to write a more advanced book.

1720. Do you think there ought to be a regular inspection of grammar schools?—I think there ought to be. I do not see how it is possible to know whether those schools are in a proper state or not, unless they are inspected.

1721. They are not liable to the test to which public schools are exposed, that of sending pupils up to the Universities?—No, they are not.

1722. Therefore, except an occasional examination, there are no means by which the public can know a good school from a bad one?—I should say not.

1723. (*Lord Lyttelton.*) About how many of those schools have you

G. Griffith, Esq., M.A.

28th Mar. 1865.

yourself examined?—I examined one of them four times, and another twice, in all subjects.

1724. You have not extensively examined?—No, I have not. I have examined other schools in mathematics solely.

1725. Was Greek taught in the schools you examined?—Yes, Greek was taught, some of the boys read Sophocles.

1726. Were the same defects observable in the knowledge of Greek as in the knowledge of Latin?—I think, on the whole, the Greek was better taught, whether it was that they had read the Greek Testament which they understood or not, I do not know, but I think the Greek, on the whole, was better.

1727. With regard to Latin, did you perceive or have you any reason to suppose that there was any inaptitude for learning it in the boys of that class compared with the upper classes?—No, I do not think I have remarked that.

1728. You would attribute the short-comings to the defective teaching?—Yes, principally.

1729. Do you think it is of value to the boys of that class to learn Latin in the same way that it is to boys of the upper class?—I think it would be very useful for them to have a certain amount of knowledge of Latin.

1730. As a mental training, or as a branch of knowledge?—It might give some mental training, but as a branch of knowledge afterwards, it would enable them, for instance, to trace connexions between the words which they use and those from which they are derived.

1731. With regard to their knowledge of English?—Yes.

1732. Have you any means of knowing whether the parents of that class have any understanding of the value of classical knowledge for their children, and could appreciate it?—No. I think that as a general rule they would be opposed to it.

1733. Was it required to be taught in those schools?—Yes, it was.

1734. What sort of official authority would it be from which should proceed this programme and list of books recommended, which you suggest? Do you mean a Government department?—Yes, I mean a Government department.

1735. Would any existing Government department answer?—I am not capable of answering that question.

1736. Are you aware that some time ago, with regard to elementary schools, the Privy Council did issue a list of books which they recommended as having apparently been approved by general experience?—Yes, I heard of that.

1737. Would you recommend something of the same kind?—Yes. When I began teaching I found very great help from a document which was issued by them with reference to scientific apparatus; it enabled me to get apparatus, when through want of experience I should have had some difficulty in selecting what would have been most useful to me.

1738. You would not propose to make the programme which you speak of compulsory, but merely recommended on the authority of the Government?—I would make it compulsory on all schools that were endowed; not on private schools.

1739. But as regards endowed schools, you would require it on the ground of their holding a national trust?—Yes.

1740. (*Dr. Temple.*) Would you propose that such a programme should be the same for the whole of England?—I think it would be advisable to have it so if possible; I have not considered that question.

1741. You do not consider that we gain anything by the variety which at present prevails ?—No, there would still be a certain amount of variety if we had a programme.

1742. Do you mean a programme of books or of subjects ?—Of subjects and of books.

1743. Do you mean an elastic programme, out of which each school is to take as much as it pleases, or a fixed programme by which it is to be bound ?—I would make it pretty strict.

1744. Do you think you would find it advisable everywhere to teach boys precisely the same things ?—I would have different classes of schools, at least two or three classes.

1745. But the same class of schools you would subject to the same programme everywhere ?—Yes, I think I would.

1746. And you would propose to enforce this by inspection ?—Yes.

1747. Do you mean that those inspectors are to be under a central office like the Committee of Council of Education ?—Yes.

1748. You would apply this only to the endowed schools, then ?—Yes, so far as I am able to judge ; but if it could be applied to other schools I think it would improve them also.

1749. You have only thought of applying it to endowed schools ?—Yes, that would be the first measure.

1750. (*Lord Lyttelton.*) Have you considered the question of an authoritative certificate of qualification being given to the schoolmasters ?—Yes, I have ; I think that would be very important. There are no doubt masters in many schools who are quite incompetent to teach. I saw a remark to that effect a few days ago in a book by Doctor Wiese, a German, who has written on education in England, that it was his experience that this was the case.

1751. Do you think that the same Government department that you spoke of before should be the authority from which certificates should proceed ?—I think it might be; I am not prepared to go into the details of the question.

1752. What sort of binding force would you give to such certificates ? How far would you endeavour to prevent others from entering into the profession of a schoolmaster ?—I would allow none who had not a certificate to teach in those schools.

1753. How would you prevent them from teaching ? Would you make it penal to do so ?—I do not exactly know how that should be done, but I know that it is done in France.

1754. In what way ?—Teachers are licensed.

1755. How are others prevented ?—I do not know.

1756. (*Mr. Baines.*) Can you tell us how many schools you have examined, or the pupils of how many schools you have examined ?—Of schools I have examined perhaps half a dozen ; but in the middle-class examination at Oxford in natural philosophy I have to examine boys from many schools.

1757. Am I to understand that you consider science is taught but in few of those schools ?—I think so. I believe that most of the boys who come to the middle-class examinations are either self-taught or they have attended lectures. In Manchester, Liverpool, and other large towns there are opportunities for learning science.

1758. Are you aware that in the examination of the University of London for their matriculation a considerable number of boys come up from private schools and are examined in science ?—From private schools there may be.

1759. What class of schools do you say do not teach it ?—The grammar schools.

G. Griffith, Esq., M.A.

28th Mar. 1865.

1760. So that you think, perhaps, science is more extensively taught in private schools than in grammar schools?—Yes, I expect that it is.

1761. The grammar schools have been perhaps too closely confined under their old statutes to classics?—I do not know what the reason is, but I think it is not generally taught in them.

1762. Do you not find a very great difference in the faculties of boys, some having a very decided taste for classics, some a very decided taste or talent for mathematics, and others having also the talent of observation of the eye, and that it is gratified with experiments and with analysis, and with that which is practical, so as to make them geologists, mineralogists, chemists, and so forth?—I think there is a difference between boys, but I do not think it is so great as that.

1763. Do you think that many of those branches of science might be taught usefully and for practical purposes without resting it as you do on the mathematical basis?—I think a good deal might be done, but it would not be called by scientific men good knowledge, nor would it be a good educational training; it would be very superficial.

1764. May it not tend rather to expand the mind, to awaken the curiosity, and the intelligence that rejoices in nature and the science of its applications?—It might in some cases.

1765. And yet, perhaps, you would admit that a talent like that which I have described, and the studies following upon that, might be very useful for various practical purposes in trade and in life, such as the trade of a dyer, for example, and for many mechanical trades it might be highly useful; you would admit that?—Certainly.

1766. So that you would not insist upon a strict mathematical basis for all the subjects given in middle class schools to boys who were intended for the duties of commercial life?—No, but it would be almost impossible to have a sufficient number of teachers to teach all those different subjects in a school; the subjects I would teach are fundamental to all other branches of science.

1767. (*Dean of Chichester.*) You have examined endowed schools, proprietary schools, and private schools?—Not private schools, except so far as the boys come to the local examinations at Oxford.

1768. The endowed schools generally have prizes and exhibitions. Do you find them superior to the other schools that you have examined?—I should say that the grammar schools which I have examined were not.

1769. (*Mr. Acland.*) Have the grammar schools which you examined any University exhibitions?—No, they have not.

1770. (*Rev. A. W. Thorold.*) Have you had any opportunity of testing the quality of the instruction given in private schools?—No, but I know that many men from Oxford, who are of inferior capacities and attainments, become teachers in those schools.

1771. My question rather referred to the methods and system of teaching in private schools. How far you have a reason to be satisfied with it from what you know of it?—I think that it cannot be very good.

1772. Can you say in what particulars you think it defective?—I think that it is superficial and encourages mere "cram."

1773. Do you think that mental discipline is at all attended to in the methods of teaching?—No; I think, as a general rule, it is the passing an examination which is most looked to.

1774. (*Dr. Storrar.*) You have observed chiefly upon the state of classical knowledge in the schools which you have examined; what have you to say in regard to arithmetic and simple English?—I think the arithmetic is not well taught, and the books are very poor. They

have too many rules, which confuse the boys, and they do not dwell on and explain clearly what I call the principles of arithmetic.

1775. With regard to English have you any opportunity of ascertaining whether those boys who were so imperfect in their Latin knowledge had been well attended to in regard to their English?—I do not think they had been well attended to, but their English was a little better than their Latin, because they had read history and divinity.

1776. You could not judge as to their power of writing English?—I could to a certain extent. Some of them could do that fairly.

1777. Have you had any opportunity of comparing the proficiency of such boys in English with the proficiency of boys in national or British schools?—No, I have not; but I do not think that the arithmetic as taught in the grammar schools is as well taught as in the national schools.

1778. With regard to books, you have referred to certain books which have been prepared under the authority of the Irish Board of Education?—Yes.

1779. Are you aware that some of those books are very favourite books in the primary schools of England?—No, I did not know that. I think very much better books than those could be written. They are better, many of them, than other elementary books which I know.

1780. (*Mr. Erle.*) When you speak of grammar schools, do you mean generally endowed schools?—Yes, the old endowed schools.

1781. How many have you had occasion to examine?—I have examined completely only two, but I examined one of these four times.

1782. Not more than two in number?—Not more than two in number in classics, mathematics, and all the subjects taught; but I have examined others in mathematics solely.

1783. You have only examined completely two schools?—Yes.

1784. You mentioned just now an injudicious habit in masters of changing their plans of education frequently; do you apply that to the grammar schools?—Yes.

1785. Do you know whether the masters were interfered with by the governors of those schools?—I think that they did not know what to be at. They made a change hoping it would be for the better, and very often it was for the worse.

1786. The masters did it of their own judgment?—Yes.

1787. My question was, whether that was in consequence of the undue interference of the governors, or of any other body?—I think it was to a certain extent because an unfavourable report had been sent in in the previous year.

1788. When you have examined those schools, have you sent in a report of the result of that examination?—Yes.

1789. And to whom is that delivered?—In the two cases I have referred to, it was to trustees.

1790. Were you invited by the trustees?—Yes.

1791. And you delivered your report to the trustees?—Yes.

1792. And they interfered with the teaching of the masters in consequence of your report? Do you think that was so?—I think perhaps they did to a certain extent.

1793. You mentioned just now, that in your opinion there should be an authoritative recommendation of particular schemes of education and the use of particular books for different classes of schools. Could you define those classes of schools?—Not now very accurately.

1794. Do you think it could be done?—I think it could be done.

1795. That there should be three or four classes of schools, and that one set of books and one scheme of education should be applied to class

G. Griffith, Esq., M.A.

28th Mar. 1865.

2 or class 3 ?—Yes ; there might be two classes of schools below the public schools.

1796. Were those particular grammar schools which you saw largely endowed? Were they large schools ?—Yes, the endowments of one of them were considerable.

1797. And a very large number of pupils ?—No.

1798. You mentioned 50 boys in one school, I think ?—Yes. The numbers are not so large as they ought to be, considering the endowments.

1799. Do you know from what sources the income of the master was derived in that case ; had he payments from the scholars as well as from endowments?—There was an endowment, and he took boarders into his house.

1800. But as to the boys on the foundation ?—I think it did not depend on the number.

1801. (*Mr. Acland.*) Was the income of the master in any way dependent on the success of the school ?—No, I think not ; except so far as he took boarders.

1802. (*Mr. Erle.*) You do not know whether the number of boys that a master could receive in those schools was limited at all ?—The number of boarders was.

1803. Do you know whether otherwise it was so ?—No, not otherwise limited.

1804. You do not know whether he received payment from the other boys besides those boarding in his house ?—No, I do not know.

1805. (*Mr. Baines.*) May I ask if it is your opinion that the meetings of the British Association for the Advancement of Science have been useful in stimulating scientific instruction in various parts of the kingdom ?—I think that they bring science before people very much at the places at which they meet. Scientific societies have been established in different towns which I believe are due to the meetings of the British Association.

1806. Do you think they would be likely to have a favourable influence upon Philosophical Societies, Mechanics' Institutions, and perhaps also the general study of science in schools ?—I do not know how far they have had such an effect upon schools, but I think that they have a greater influence now than they had before in one way ; in the places where we meet committees are appointed about nine months beforehand for the purpose of getting up papers of a local nature. When we met at Newcastle large committees were formed for the purpose of giving to the Association accounts of the various manufactures of the district; and the writers of these were undoubtedly very much benefited by what they had to do. They had to collect statistical and other information and to embody this in papers which were read before the Association. After the meeting of the Association at Newcastle, a volume of about 500 pages was published containing these papers.

1807. Have you ever found that the meetings of the British Association have led to the formation either of temporary or permanent local museums ?—I am afraid I do not know the working of the Association in former years sufficiently well to answer that question.

1808. (*Lord Lyttelton.*) How long have you held office ?—I have held office for three years, but I was connected with the Association before that.

1809. (*Dr. Storrar.*) Is there any other subject upon which you would desire to give information to the Commission ?—No, I think not.

The witness withdrew.

The Rev. HENRY MOSELEY, M.A., F.R.S., Canon of Bristol, called in and examined.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

1810. (*Lord Stanley.*) I believe you were formerly an inspector of schools ?—I was.

1811. You are now a member of the Council of Military Education ?—I am.

1812. Have you also examined the Government dockyard schools ?—I did, for some years.

1813. And the Greenwich schools ?—I did.

1814. And others of a similar kind ?—Yes. I was Government inspector of male training schools for some years.

1815. Probably, therefore, you are very well able to tell us something as to the state of education in middle class schools generally ?—I can speak as to the state of education in Dockyard schools, in the Greenwich Hospital schools, in the Male Training schools of the country, and also in some of the middle schools.

1816. What are the subjects which are mostly gone into in those middle schools ?—Reading, writing, and arithmetic. I think I must almost stop there.

1817. You mean that those subjects are thoroughly taught, and that others are not so well taught ?—Of others it can scarcely, I think, be said that they are taught.

1818. (*Lord Lyttelton.*) You do not apply that to training schools ?—I do not apply it to training schools. In training schools the instruction is carried very much further. I am speaking now of middle schools, such as those which I am myself in some degree acquainted with.

1819. (*Lord Stanley.*) Comparing the teaching of the kind which you describe—the elementary teaching—with that which is given in the national schools, should you say, that as regards those elementary subjects, reading, writing, and arithmetic, the teaching in middle class schools is better and more accurate ?—I had better say at once that I do not think my experience of middle schools is sufficient to enable me to draw such a comparison as that. It is not sufficiently extensive.

1820. I will put the question in another form. Do you think that the elementary instruction at the middle class schools, as a general rule, is thoroughly good ?—My impression is, that the instruction in reading, writing, and arithmetic, is good.

1821. When you go beyond that, in most of them is there any attempt at classical teaching—the teaching of Latin ?—I believe not, or scarcely any. Middle schools are a large group of schools. There is the lower section of the middle schools, and there is clearly and distinctly an upper section of middle schools. What I am now speaking of is the lower section of middle schools. I am not acquainted with that section of the middle schools which rather belongs to the grammar school side.

1822. (*Lord Lyttelton.*) You are not speaking of endowed schools ?—I am not.

1823. (*Lord Stanley.*) You speak of the class below the endowed schools ?—Yes.

1824. And between that and the inspected schools ?—Yes.

1825. (*Lord Lyttelton.*) You include proprietary schools ?—No, I do not. If you ask me to speak of that class from such information as I have, I should tell you what that information is. It is the information I gather from the examinations of the Council of Military Education, which are fed, I imagine, to a certain extent by the proprietary schools

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

of the country, and by the upper class of grammar schools. I can speak of them in that way. Speaking of the lower section of middle schools, I believe that nothing is well taught but those mechanical things—reading, writing, and arithmetic. In writing I mean to include writing from dictation.

1826. That applies wholly to private schools?—To private schools.

1827. (*Lord Stanley.*) I will put a question in the most general way. Perhaps you can tell us something of the results of your experience on the Council of Military Education?—Assuming that the examinations of the Council of Military Education are fed, which I believe to be the case, from the upper class of grammar schools and the class of proprietary and private schools, perhaps I may state this, that when the examinations of the Council of Military Education began, or rather when the military examinations began—and they began with the examinations for admission to Woolwich,—before special schools intervened to erect a sort of screen between us and the great class of grammar schools and proprietary and private schools of the country,—speaking of the time when our examinations began, in 1855–8, I can state this fact—in regard to mathematics, that of the candidates who presented themselves to us for examination, only from 20 to 30 per cent. obtained one-third marks from us, which obtaining of one-third marks implied thus much, that they could work a sum in arithmetic correctly, that they could do a proposition in the first book of Euclid, and that they could work a simple equation. Somewhere about 25 per cent. could do that, and that was the utmost they could do. We have that recorded in regard to these examinations, for the results of the examinations were tabulated and printed, and may be referred to. That number had that degree of attainment in mathematics. How low that was I need not say. Nevertheless, those would probably be the best mathematicians of the schools from which they came, for the prize was a considerable one—it was the admission to Woolwich. How low it is may be known from the fact that now 80 per cent. of our candidates attain that number of marks and attain that standard.

1828. (*Mr. Baines.*) Formerly it was from 20 to 30 per cent. and now it is 80 per cent.?—Yes.

1829. (*Lord Stanley.*) To what do you ascribe that improvement?—I ascribe it very much to the action of the examinations of the Council of Military Education upon the general education of the country, and the education of those schools in particular that prepare candidates for the examinations.

1830. You require a certain standard of knowledge to be attained for that special purpose, and for that special purpose it is attained?—No. At those examinations we fix no standard except a minimum standard, and if they do not attain that, they are disqualified; but they are competitive examinations, and that is a difference which I wish to mark very distinctly. They would not have risen in that manner had they been qualifying examinations; on the contrary, they would have fallen. There is that difference between a competitive examination and a qualifying examination; the competitive examination works perpetually upwards, the qualifying examination has a contrary tendency.

1831. I fully admit that, but the question I put to you was this,—whether you thought that the higher standard of teaching attained was in consequence of a certain standard being fixed for admission into Woolwich?—It is rather the severity of the competition. It is not the difficulty of the questions we propose or the standard we fix,—not the difficulty of the examination, but the severity of the competition.

I do not think the questions are at all harder now than they were then, but the competition is far more severe.

1832. As far as you can judge do you think that the young men who come up for admission belong to the same social class as they did ten years ago ?—I think so ; I know no difference.

1833. At what age are they admitted ?—At the present time they are admitted from 16 to 19 years of age, but the limits of ages have varied. At the time to which I refer the comparison was more unfavourable to the schools from this circumstance, that at that time candidates were admitted at a more mature age. There was a certain portion of them who went in for provisional commissions and who might be 23 years of age.

1834. (*Lord Lyttelton.*) You have observed a great improvement in pupils who come to you at Woolwich ?—Yes ; in mathematics I have.

1835. Particularly in mathematics ?—Particularly in mathematics.

1836. What other subjects are they examined in ?—Classics.

1837. Classics and mathematics ?—Classics, mathematics, and others. There is a range of subjects, and they may select five. They must not take up more than five, of which mathematics must be one.

1838. Is any other subject compulsory, the same as mathematics ?—There is a qualification in drawing required.

1839. In classics have you observed any corresponding improvement ?—No, not a corresponding improvement, but there has been an improvement. I am not speaking of the results of my own examination. I did examine in mathematics, but I no longer do so. Since becoming a member of the Council I have never examined. As to classics, I am speaking of the results reported to the council by the classical examiners. At that time, 1855, when the examinations began, 25 per cent. of the candidates got those one-third marks of which I spoke, in classics, but there is this great difference, that it was optional to them to go in to classics, it was compulsory to go in to mathematics, and only 75 per cent. went in to classics at all.

1840. Of that 75 per cent. 25 per cent. passed ?—They obtained one-third marks. Will you allow me to speak of a later period ? I said there had been little progress in classics. I now speak of a later period, July last year. Then, instead of 75 per cent. of the candidates going in for classics, only 50 per cent. went in for classics. In short, they had discovered that such a knowledge as they had would not avail them, and they did not go in for it at all. Of these 50 per cent. of the candidates who went in for classics 62 per cent. got one-third marks. I do not think there is much difference when you take the whole into account. The questions in classics are easier than they were at first. I think the candidates come from the proprietary schools, or the equivalent class of special schools for preparation for Woolwich.

1841. Are not the greater proportion of them from what we should call the gentry of the country ?—Yes, I should think they are. No doubt they are.

1842. (*Lord Stanley.*) Do they come from the great public schools ?—No, but a small proportion come from those schools directly. I can tell you the proportion in regard to that ; 40 per cent. come directly from schools which are either public schools, or proprietary schools, or large private schools. They come directly from those schools, and of the remaining 60 per cent. nearly 40 per cent. come also from schools, but with the intervention of private tutors, and where the remainder come from we do not know. They only report to have come from private tutors.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

1843. (*Dean of Chichester.*) 80 per cent. come from the schools ?—Yes, and 40 per cent. of them with the intervention of private tutors.

1844. (*Lord Lyttelton.*) With regard to the private schools with which you have been acquainted, you have told us about their knowledge of elementary subjects ; have you any means of judging of their religious knowledge ?—No, I have not. As regards the lower class of middle schools to which I understand you to refer, I doubt it extremely. I never inspected those schools and I cannot speak positively, but I myself entertain the greatest doubts whether they have any systematic instruction in religious knowledge in that class of schools.

1845. Have you any opinion as to the state of their moral and religious discipline ?—I have no means of knowing. I am trying now to get an opinion from what I know of the children who are brought up in that class of schools and who are admitted to the trade school at Bristol, but I do not think that is sufficient ground on which to go.

1846. (*Sir Stafford Northcote.*) With regard to the improvement in the attainments of the candidates that come up for Woolwich, has there been any alteration in the age at which they come up ?—It has been lowered.

1847. Those who show themselves now superior in attainments to those with whom you originally had to deal, are boys of a younger age than those with whom you first had to deal ?—Yes.

1848. What is the present age ?—From 16 to 19.

1849. As far as you can judge, do you think that the improvement is in the same boys or that boys of superior abilities are attracted to the examinations ?—I should think it was both. The examinations become more known.

LORD LYTTELTON IN THE CHAIR.

1850. (*Dr. Temple.*) Do you think that the improvement of which you speak applies only to the candidates who come to Woolwich, or do you infer that the mathematics are better taught in the schools ?—Do you mean in the schools generally, or those which send candidates for Woolwich ?

1851. Do you consider that the mathematics are better taught generally or better taught only to those who are coming to Woolwich ? —I cannot but think that the examinations for Woolwich must have had an influence on the general instruction of the country. It is scarcely possible that that should not be so, but I have no means of knowing.

1852. Do the boys who distinguish themselves in mathematics at the beginning on the whole maintain their superiority at Woolwich afterwards ?—Generally. Not necessarily. This I can speak positively of ; if a candidate gets in, high in classics and in mathematics too, and another candidate gets in also equally high in mathematics but not so high in classics, or not taking classics, the one who does well in both subjects gets on a great deal better at Woolwich.

1853. Do you ever find the judgment of the first examination reversed ?—Yes. It may be reversed in many ways. It may be reversed by the idleness of the man.

1854. Is it reversed often enough to justify any inference ?—No. We have looked a good deal into that. We can trace the men who are admitted, through all their Woolwich course. We have returns which enable us to trace them all the way through and to see how each man has got on. Sometimes the change has surprised us very much, but as a general rule those who do best on admission do best continually. I should say, moreover, it is remarkable how well a great many of those

men who get in principally by classics, get on afterwards at Woolwich, where there are no more classics in any way.

1855. (*Lord Lyttelton.*) Are there no classics at all?—Not the least.

1856. (*Dr. Temple.*) That comes to a point I wish very much to ask you about. When I asked whether the result of the examination was reversed, I did not mean whether a boy who stood high at first afterwards stood low, but whether those who stood highest in mathematics were afterwards beaten in mathematics by those who had before been below them, but had done well in other subjects?—I do not think that is often the case. I should think it is hardly ever the case. I suppose a candidate to have done well in classics and well in mathematics and another candidate to have done equally well in mathematics; the man who did well in classics and mathematics is certainly a cleverer man, a better trained man, and he does better at Woolwich.

1857. (*Mr. Acland.*) You say that men who get in chiefly by classics often do remarkably well afterwards?—They do.

1858. A certain amount of mathematics is compulsory?—A certain amount is necessary.

1859. (*Dr. Temple.*) But you do not find that those who have got in chiefly by classics afterwards beat in mathematics those who got in chiefly by mathematics?—No; we are contented, and happy to find that the classical men hold their own.

1860. You have been speaking only of the admission to Woolwich. Have you any knowledge of the other military examinations?—Yes, I have.

1861. What others?—There are examinations first of all for admission to Sandhurst, and there are also examinations for direct commissions.

1862. Can you give the Commission any information deduced from either of these examinations similar to that which you have given in regard to the examination for admission to Woolwich?—Yes.

1863. First as to Sandhurst?—The subjects of examination are lower subjects as a rule; the candidates are of a lower standard not only of instruction but certainly of general intelligence, and as a class they are somewhat younger. Those examinations are qualifying examinations, not competitive examinations.

1864. What are the requirements for admission?—The absolute requirements in regard to subjects, are mathematics to the extent of 400 marks, out of 3,600 marks, of which 200 must be got in arithmetic; and so much English as is represented by 200 marks out of 1,200. Those are the absolute requirements. Every candidate admitted there must know so much mathematics as is represented by 400 marks, and so much English as is represented by 200 marks. He must besides that have got 1,500 marks out of all the subjects. He may choose what he likes. The subjects are mathematics, which yields as a maximum 3,600 marks; classics, the maximum of which is also 3,600 marks; geography and history 1,200 marks; French 1,200 marks; or German 1,200 marks; experimental science 1,200 marks; natural science 1,200 marks; English 1,200 marks; drawing 1,200 marks; but there are only 1,500 marks to be got as a qualification out of all these, and they may take any they like.

1865. (*Mr. Baines.*) What is the aggregate number of possible marks?—A great many; altogether 14,400.

1866. (*Dr. Temple.*) Have you found any similar improvement in the candidates who come up for these examinations to that which you find at Woolwich?—The examiners report an improvement, but by no

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

means in the positive terms in which they report with respect to the Woolwich examinations.

1867. What is the reason that the improvement has been so much more rapid in one case than the other?—My belief is that it is because the one examination, that is the Sandhurst examination, is a qualifying one, and the Woolwich examination is a competitive one.

1868. (*Lord Lyttelton.*) The stimulus is so much greater?—Yes.

1869. (*Dr. Temple.*) Is the social rank of the candidates at all different in the two cases as far as you know?—I should think from what I see of them, and I attend all the examinations, that the Woolwich candidates are of that class who in our great public schools are the chief competitors for the prizes, that is, they are lads of good ability with a strong motive to exert themselves; perhaps, comparatively of small fortune, and such as, if they remained at a public school, would probably carry away the honours of the public school. They are the very same class that at Eton, Harrow, Rugby, Marlborough, Cheltenham, and elsewhere stay longer than the rest, and go up to the Universities and win the University prizes. That is my impression about them. The candidates for Sandhurst are the sons of gentlemen who wish to place them in the army. Perhaps they have no taste for literary pursuits at all, and desire to enter the army as the profession of a gentleman—men of better fortune, I dare say than the others. There is that social difference. And so also with regard to the candidates for direct commissions.

1870. You think that the candidates for Sandhurst, on the whole, are the sons of wealthier parents?—I should think so. They have to pay for their education there. So indeed they have at Woolwich; but the pay of an officer in the army requires to be supplemented largely by his friends—an engineer officer can, with economy, live upon his pay.

1871. How is it found that the candidates acquit themselves at Sandhurst afterwards?—Very well. We have very satisfactory reports as to those candidates. They only remain from 12 to 18 months.

1872. Do you find the results the same there that you find at Woolwich as regards the relation between the work afterwards and their work at the examination?—I cannot speak as to that. We have not traced them in the same way.

1873. To go to the subjects of the other examinations, the examinations for direct commissions; what is the standard required there?—It is the same as for admission to Sandhurst, only a greater number of marks is required to be obtained. They must get 1,800 marks instead of 1,500, 400 of which must be for mathematics and 200 for English.

1874. The examination for direct commissions is rather more severe than the examination for Sandhurst?—Yes; it is supposed to be so because the candidates are so much older.

1875. Is the examination for direct commissions competitive or not?—No, it is qualifying.

1876. Do you find that that examination also shows an improvement?—Yes, it does show a certain amount of improvement.

1877. As much perhaps as the Sandhurst examination?—Yes; the examiners speak in about the same terms of the two; but a greater number fail. Perhaps I may mention that at the Sandhurst examinations the failures are now about 20 per cent. At the examinations for direct commissions the failures are upwards of 30 per cent.

1878. Is that because the boys come up better prepared for the Sandhurst examination or because the examination is easier?—I think

they come better prepared. I think that those older men are more wooden and they have forgotten their learning, perhaps.

1879. Do the majority of those who come up for these examinations, namely for Sandhurst and for direct commissions, come from schools or from private tutors?—I cannot speak as to that. We have no record.

1880. You have not the same record in that case as at Woolwich?—We have not. They are very bad in classics.

1881. At these examinations?—Yes.

1882. Below the level of the Woolwich examinations?—Yes, considerably. Mr. Osborne Gordon, one of our examiners in classics, could speak to that subject.

1883. Do you think you could draw any general inference of the condition of the great bulk of the schools from what you see in these examinations?—My impression is, that next to nothing is learnt by a great many of the boys.

1884. (*Mr. Acland.*) You mean a great proportion of boys going into the army?—Yes. I get my impression from what I know of the army examinations for Sandhurst and for direct commissions.

1885. Do you not think you get a great many idle boys?—Perhaps we may. But the most idle boys would not face an examination at all. Going back to the time when we had the candidates more directly from the public schools than we have now, and may be said to have taken out of them samples of boys destined for the army and tested them, we found them very ignorant. As it regards their English instruction, Mr. Dasent, an examiner of great intelligence and ability, reports that "the first candidates had no knowledge whatever either of the most "elementary principles of English grammar or of the simplest his- "torical data." And Mr. Stebbing reports that even now "faults in "the spelling of ordinary words are scattered broadcast through their "exercises."

1886. (*Lord Lyttelton.*) Do a large number of those who pass these examinations every year come direct from the schools?—No. Only 40 per cent. at Woolwich.

1887. I am asking of the others, the candidates for direct commissions and Sandhurst?—My impression is that with regard to the greater portion of them there is an intervening period of from three to twelve months spent with a private tutor.

1888. You would apply that to the great bulk of them, as far as the schools are concerned; you think they learn very little?—I think so. My impression is, that to the class of boys who come up for Sandhurst and for direct commissions the value of classical knowledge is conventional, and that so much as is in conventional use is got very easily; it is got by the mere fact of being in a classical school. I do not speak of the real culture there is in learning the classics; far from it; but looking at it merely as a conventional thing, it is got simply by being at a classical school. There is nothing else of any great importance learned there than classics. The public opinion of public schools sets against every other description of knowledge.

1889. You are speaking of their classical knowledge?—Yes, principally. I am speaking not upon my own authority. I am not competent myself to express an opinion. I never examined in classics at all. I am speaking on the authority of our classical examiners when I say that the candidates show a deplorable ignorance of grammar. I may mention the names of Mr. Gordon and Professor Rawlinson.

1890. What you say as to Mr. Dasent, applies to the English examinations?—Yes.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

1891. What can you state as to the progress made in experimental science as shown by the three examinations of Woolwich, Sandhurst, and for the direct commissions?—There has been a great and remarkable improvement; a large proportion of the candidates who take in that subject get good marks in it.

1892. Do you trace that to schools?—I attribute it to schools having given more attention to it. I attribute it yet more to the subject itself being one not very difficult of attainment, and one very pleasurable to attain.

1893. And also as to the knowledge of English?—That again has made great progress. I think I may say in regard to English, and speaking only of the schools that send up candidates to the military examinations, that a new department of teaching, a very efficient department, has been created by these examinations. Mr. Dasent reports that "now very few present themselves so badly prepared as not to "obtain the minimum, while a large majority show a very respectable "proficiency." I may mention that the character of his examination is one tending very clearly, I think, to test that progress. He makes them compose a great deal. A large portion of his examinations is composition in English.

1894. And they write English better than they did?—A great deal. It is a thing that cannot be crammed.

1895. They express themselves better?—They express themselves better. The English composition is a great deal better. They express their thoughts in more appropriate language, with greater ease and clearness.

1896. (*Dean of Chichester.*) Is any certificate required as to the moral or religious character of the candidate?—There is the same that there always was required at the War Office—the certificate of the clergyman of the parish in which the candidate has lived as to his moral character. It is required at the Horse Guards. We have nothing to do with that. It is that Department which sends us the candidates for examination.

1897. (*Mr. Baines.*) At what ages are young men examined for direct commissions?—From 18 to 23.

1898–99. (*Mr. Forster.*) I think I understood you to say that some proportion of your boys come from public schools, and others from special schools, which are specially for the purpose of preparing for Woolwich and Sandhurst?—Yes.

1900. Which class of boys comes up the best prepared for your examinations?—I cannot say. I have never looked into that. 40 per cent. come directly from the great schools, but I have never looked into that.

1901. When you say the great schools, do you mean the nine public schools?—No; I cannot define it very clearly. It even includes large private schools. It is a class of schools that distinguishes itself from the private tutor with his 10 or 20 boys.

1902. Then we should be right in supposing that almost all the boys who come up for examination at Woolwich or Sandhurst come from the class whose parents are what may be called the upper section of the middle class?—I should think they are of the class who send their sons to the great public and proprietary schools.

1903. (*Mr. Acland.*) Can you compare the progress made at Woolwich by boys who get in by a little knowledge of many subjects, and that made by boys who get in by a good knowledge of a few subjects?—That was a great trouble to us at the beginning; they tried to get in by a little knowledge, picked up on the surface, of a great many things.

We have limited the number of subjects in which they should be examined, first of all to six and then to five.

1904. Does the same rule apply to Sandhurst, and to direct commissions ?—No.

1905. There is an impression that the class of crammers find it answers better in all those examinations to give a slight knowledge of several subjects, rather than to let the boy's place depend upon five or six years of thorough instruction in one or two subjects ; are you able to give us any information on that subject ?—That is made very evident by the fact that almost all go in for the five subjects that they can go in for. There are important considerations connected with that. It is an important consideration as to what the five subjects should be. There is a certain class of candidates who get in without classics at all, or if they have a smattering of them in the schools they do not know sufficient to profit by them in the examination. So they do not make the classics one of their five subjects ; they get in by mathematics, and four of the other subjects, all of which other subjects are things that are more easily got up from books than classics are. I think about one-half get in by mathematics and these other subjects besides classics. They find it more profitable not to carry in their little store of classics, and they make up with these other subjects.

1906. Is not the effect of this examination rather to discourage sound teaching, and to drive parents by necessity (finding that the ordinary teaching of the school will not suffice to enable the boy to succeed in your examinations), to put their boys to professional crammers ?—There is no doubt that the tendency is to put them to private teachers ; but that is, I suppose, to provide for them sound teaching, which they are found to want. I do not think that it is fair to apply to the whole body the term that we are all too apt to apply to them disparagingly of professional "crammers." We all do use that term, but it ought not to be a disparaging term as applied to a considerable number of them. The reason I apprehend why the boys are put to these private tutors is this, that in the public schools public opinion is all against reading men. There is the boating ; there is the cricketing ; there are the athletic sports of all kinds, with which the boy has to contend if he would read ; whereas, when he goes to the private tutor all that has to be set aside ; the one thought of the private tutor, and of all the boys who are there, is to get on at this examination ; so that, instead of having to row against the tide, as at the public school, a boy who reads there rows with it ; and it is an opportunity the boy gets of buckling to, and for once in his life doing his best. That opportunity the private tutor affords him. I for one think that great injustice is done to the results of that. At any rate it is something in the favour of a youth that he is capable of being crammed as compared with one who is incapable of being crammed even. That is one consideration. In the next place what we call cramming, in the great majority of cases, means the patient, steady, close persevering application of the student for a certain time to a certain thing, and his acting on a resolution to accomplish a certain object ; and I think that is a very great thing for anybody to do at any time in the course of his life. There is many a man who never does it all his days, and never knows what is in him, and that kind of teaching finds it out. I think in that way a private tutor does good work.

1907. (*Dr. Temple.*) You said just now that about half the candidates did not take any classics at all, but got a large number of marks by other subjects at Woolwich ; can you state whether there is any difference in the progress afterwards of boys who have taken classics

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

and those who have not?—I should not like to give an opinion on a question on which I can really give you facts. If the Commission wish me to do so I will get facts as to that. I shall be able to get facts of a very conclusive kind, because, as I said before, we record everything in regard to the admission examination at Woolwich, and everything is recorded in regard to the transfer examinations, so that we can really trace any particular candidate completely through his Woolwich course. My own opinion is that the classical men hold their own very well. Nobody hardly fails in getting his commission who goes into Woolwich—scarcely anybody at all. (*See* Appendix A.)

1908. I wish to ask you one question with reference to your answer to Mr. Acland; you think that many of those private tutors really do very good work?—Indeed I do.

1909. Do you think that the kind of work which they do would be of a sort that it would be advisable to encourage the parents to submit their children to for a long time, or do you mean only that it is good work for a short period?—I am inclined to think that it is a very good thing for a youth for a certain period to apply himself very closely to some department of study with a view to try what he can do and to mature his powers. I think it is a very good discipline of the mind, but I am not prepared to say that so intense an application continued over a long period would in some cases be desirable. I should tell you that these professional teachers derive large incomes from their schools, that they have some of them made fortunes; that therefore men of considerable standing would be likely to be tempted into that profession; so that the parents of candidates have a large opportunity of selection, there being a great many of them, and if they do not fail very much in their duty they will select good and able men and well conducted institutions. That kind of improvement is going on every day; so that every day these institutions are assuming a higher character than that which they held at the beginning when a lower class of men kept them for smaller remuneration.

1910. You would not be prepared to say that that kind of education ought to last a very long time?—No, I should not be prepared to say so.

1911. Can you say anything about the moral character of the private schools?—I cannot.

1912. (*Mr. Acland.*) From your experience in the examination of training schools inspected by the Privy Council, do you see any inherent difficulty in combining this special concentrated attention for the public examinations connected with the State with a good school education? I mean that in the Government training schools there is always a special preparation for examination. Do you see any reason why we should not have a good healthy general education in the schools for the middle classes and at the same time in that school a special concentration of effort?—Certainly I am disposed to agree with you that a good general education, such as a public school professes to give, supplemented by a period of devotion to and examination in some subject, that is, closer application for a limited period of time to that subject, would be an excellent thing.

1913. Following the answer which you have just given, do you think it practicable (I will not say expedient, but practicable) to combine this special preparation for public examinations with a good wholesome general education?—I should think so.

1914. In the same institution?—That is my impression.

1915. (*Rev. A. W. Thorold.*) With reference to the lower class of middle schools, I think you said at the commencement of your evidence

that the candidates from those schools failed in most subjects with the exception of reading, writing, and arithmetic; can you tell us what the subjects generally attempted in those schools are?—I did not say that candidates from those schools failed in those subjects. That would imply that I had examined many of them, which I have not. No candidates came from them to the military examinations. I dare say some of those schools are ready to attempt almost anything. Geography and history would of course be taught; Hebrew might be; Latin, Greek, anything.

1916. (*Lord Lyttelton.*) Modern languages also?—Modern languages also, and a great show is made in them; but what really is taught is, I think, reading, writing, arithmetic, and spelling. I think those are taught well.

1917. (*Rev. A. W. Thorold.*) Are you able to give us an opinion as to whether the failure in those subjects results from their attempting too much, or from their methods and systems of teaching being defective?—They are, generally speaking, taught by men who have had no instruction in the art of teaching, who have not been trained in any way; merely men who take up the profession because they suppose they have the requisite knowledge, and who are very often unsuccessful in other professions. I should say that their failure arose very much from a want of proper training and insufficient knowledge of the subjects they have to teach, particularly of the art of teaching them, such as would have been gained by them if they had themselves been at good schools, and yet better if they had been at training schools.

1918. (*Dr. Storrar.*) Following up the answer that you have given to those who would cast obloquy upon crammers and the alleged system of cramming, have you since the institution of these examinations had any opportunity of judging of the future career in the army of those men who have passed the examination since 1855; whether they really are as good as those who passed through the previous process, or whether they are better?—We have no means whatever of ascertaining that. It is a matter of opinion, and we find opinions differ upon it. It is a question we often ask and we get it answered in different ways.

1919. (*Lord Lyttelton.*) They are under a very high stimulus to do their best at Woolwich, are they not?—Yes, they are, but they had the same stimulus in former days.

1920. (*Mr. Acland.*) Admitting what you have said of the value of a special grant for the examination, do you not think that there is a considerable tendency in that kind of examination to leave a boy with a distaste for books afterwards, as compared with a healthy general education?—It may be so for a time. I read very hard at the University myself, and I had a great distaste for books when the time was over. I think it is scarcely fair to put it upon that ground, because a man who had never read at all could not have acquired a taste for books, I suppose. If he were to read too hard he would get a distaste; but that would not be likely to last.

1921. (*Mr. Erle.*) Have you any means of knowing what time is commonly passed by young men who go to these special preparatory schools between the period of their leaving ordinary schools and entering into your examinations?—One or two years; in some cases as low as six months; from six months to two years, I should say, for the Woolwich examinations; less for the others.

1922. (*Mr. Forster.*) Are those preparatory schools similar to those establishments which are used for preparing young men for the India

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

Civil Service examination?—I believe they are, but I do not know; they often profess to train for both.

1923. (*Lord Lyttelton.*) With reference to the Bristol Trade School, will you tell the Commission as briefly as you can the objects for which it was instituted, and its condition at the present time?—It was established on the ruins of a national school in Bristol which was common to the whole city of Bristol, and which was run dry by the establishment of parochial schools all round it. The subscribers were willing, considering that its use as a national school had ceased, to constitute a higher class of school in its place. It is intended for the sons of tradesmen and the upper class of mechanics in Bristol. The fee they pay is 3*l.* a year. The boys are received into the school upon an examination. They must read, write, and spell well, and have a good knowledge of arithmetic. The peculiarity of the school is that there is one principal subject of instruction in the school. As in a classical school, there is one principal subject of instruction, so here we have one principal subject of instruction, round which, as it were, all the rest are grouped, and that subject is experimental science. The boys are taught to write English; a good deal of pains is taken in teaching them to write English correctly. English grammar, and their knowledge of writing, reading, and those other subjects is carefully kept up; but the principal subject of instruction is, as I said before, experimental science. We have a laboratory there, and our master is a very good chemist. Besides that, and second to that, is geometrical drawing, drawing with the scale and compasses. Our reason for that arrangement is this, that the boys are all to be makers; they are all to be workmen in some shape or other; it is their business to do with their hands what they contrive with their heads.

1924. Handicraftsmen?—Yes, that is what they are intended to be, so we think it desirable to educate their minds in that connexion. What they reason upon is that which is afterwards to be created or made, and in that manner they get to study the laws and physical properties of the different materials that they use in construction, and the conditions under which those materials combine with one another. They get to know space, dimensions, and form from the geometrical drawing; I think that is a good education of the mind for a handicraftsman. Certainly the school is a success. We had a great deal to contend with at the beginning, because that was our thought which we forced upon them; there was no sort of preparation on the part of the parents for this kind of teaching; it was entirely a factitious thing, and we had a great deal to contend with. There was great indisposition by the parents to let the boys pursue those studies; they carried their lessons home at night, and their parents used to object. We persevered, and our school has steadily increased in numbers. It started, I believe, with about 60, now we have 107 or 108. It has increased since Christmas; it is increasing every quarter steadily, and what is more pleasant to us is to see the singular intelligence the boys show not only in the subjects in which they are taught, but in all other subjects which we bring before them. There is a quickening and an impregnation of the understandings of the boys which I never myself have seen anywhere before. In their class where they are taught experimental science, every boy has a note-book, and he carefully writes down particulars of the lessons he receives. The teaching is not by lectures, but by lessons orally. I myself have often taken from under a boy's desk his book of notes, which are entirely his own notes, and I have been astonished at the accuracy and truthfulness with which he expresses himself, and the true, real knowledge he shows of the subjects that are taught. We do not go far, but

it is a great object with us to do well what we do. We think that a little knowledge, if it be but real knowledge, is not superficial knowledge in the sense in which that word is generally used ; that it may reach but a little way, but that it may be deep so far as it goes ; and we know also that almost all the great applications of experimental science to manufactures and the like are applications only of a few elementary principles ; we think, therefore, that, although we cannot go far in experimental science that is a suitable subject. The difference is this, that whereas in an ordinary middle school the master can read, spell, work sums, and write, and knows a few facts of geography and history, but there is nothing to make sure that he is a man of understanding at all ; here you make sure that your master is a man of understanding himself in the first instance, for otherwise he could not teach these things. In the next place, the whole atmosphere of the school is a clear and bright one ; it is the atmosphere of thought and intelligence, and the pleasure that there is in that is diffused through the whole ; the intense pleasure there is in knowing and understanding about things that we have to do ; the pleasure there is in thinking of what one is to make with one's hands, which I believe God has associated with labour for infinitely wise purposes. The greatest pleasure we have, almost, is not in thinking with reference to what is not to be done, but thinking very much with reference to what is to be done. In what we do without thinking we have not much pleasure, in what we think without doing I believe also we have not much pleasure ; but God has associated thinking and doing together in a pleasurable relation. I may not have expressed myself clearly, but there is truth at the bottom of that, which I certainly have seen exemplified in a remarkable way. The reason why we take experimental science is because there are so many trades in which it takes a part. I should have been glad to have united practical mechanics with it. We do indeed teach something of it, but the shape in which it is presented to us is not a very good one ; it is too hard, and we cannot do much in it. We find experimental science very much easier.

1925. Is it a day school only ?—It is only a day school.

1926. Is it situated in the middle of the town of Bristol ?—In the heart of the town ; the principal part of the town ; in Nelson Street.

1927. Has your view been that it might be a sort of example to other parts of the country ? Do you see any reason why similar schools should not be set up elsewhere ?—Not at all ; on the contrary, I believe many places are situated exactly as we were with regard to the building. It was customary in former years in a great town or city to have one National school for the whole. Dr. Bell's theory was, that the larger the school was the better it was taught. The monitorial system was one that adapted itself to any number, so they built very large schoolrooms ; and they existed in every place as they did at Bristol.

1928. Do you take boys who come to you from any class ?—Yes, from any class. They pay 3*l.* a year.

1929. Practically, they are boys from the lower part of the middle class ?—Yes, undoubtedly.

1930. And the success of the school I understand you to attribute to two things ; one, the operation of the general principle of the advantage of having one leading study which the rest gather round ; and the other, the particular selection which you have made of experimental handicraft teaching as that leading study ?—That is exactly it.

1931. Chemistry and drawing are the only two sciences that are taught ?—No ; there are others taught. We act under the Department of Science and Art at South Kensington, and it offers prizes to the masters for teaching many subjects. Our masters do teach a smaller number of

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

the boys other subjects for the purpose of getting those fees and those emoluments; it does not properly belong to our system; all that is subordinate.

1932. Do all the boys learn chemistry?—All of them. I should say experimental science rather than chemistry.

1933. And all learn drawing?—All learn drawing.

1934. At what age do they come?—They come at 12, and go away at 14 or 15.

1935. (*Dr. Temple.*) What do you require them to know when they come to you?—They must write well, read well, spell well, and know arithmetic as far as the four compound rules?

1936. Do you find that you can keep up their knowledge thoroughly well with the other subjects?—Yes.

1937. Their knowledge of arithmetic in particular?—Yes; we are very particular about that.

1938. The arithmetic you consider to be good there?—I do.

1939. (*Lord Lyttelton.*) There are general subjects of instruction in the school as well?—Yes.

1940. And religious teaching?—Yes. We have an honorary chaplain. Every morning there is a Bible lesson. It begins with a Bible lesson.

1941. (*Dr. Temple.*) Are there any other subjects taught, such as history, geography, or grammar?—English grammar. We are very particular about that. We have two masters, whom we call English masters. We have three masters altogether.

1942. Have you any facilities for procuring apparatus, because that must be a difficulty in many schools?—The Committee of the Privy Council gave us a grant when we started.

1943. You have had nothing since that?—Except what we have provided ourselves.

1944. Do you find that easy to provide?—We do.

1945. Have you large funds, or is it provided out of that 3*l.*?—We have good funds. The masters get grants from the Department at South Kensington upon their scale of grants. The school won in 1863 more prizes than any school in England under the Science Department. They won more than the men's night schools at Manchester or Birmingham.

1946. Have you any endowment?—Yes; we have 400*l.* in the stocks.

1947. What are your own funds?—I think our funds altogether would be about 30*l.* a year. We let a cellar.

1948. (*Lord Lyttelton.*) Has that accumulated?—No; the money originally was intended for the master's house, and it has never been applied to that purpose.

1949. (*Dr. Temple.*) Are the 30*l.* a year and the grants enough to cover your expenses?—No; we have subscriptions. The old subscribers of the Bell school, or their representatives, go on with us in the new school.

1950. To some extent this is an eleemosynary school?—It is.

1951. Do you think that is quite sound in principle, that this class should receive an eleemosynary education?—I do not think that you could provide such an education as this without it. The education of the upper classes is eleemosynary. Fellowships, endowed masterships, scholarships, and exhibitions are all in their nature eleemosynary. Stripped of them the education of the public schools and universities would be very different from what it is. If the upper classes cannot provide for themselves a good education without help, it is not to be expected that the middle classes should be able to do so.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

1952. What proportion do the subscriptions bear to the payments of the boys? You get 300*l.* a year from the boys?—Yes; we get, I think, 80*l.* from the subscribers, and we get 30*l.* from the endowment. It is an expensive school.

1953. Do you think it would damage the school to raise the fees from 3*l.* to 4*l.*, which would do away with the necessity for subscribers? —Yes, I think it would.

1954. Have you any means of tracing what becomes of the boys afterwards?—Yes; we know a good deal about them; they go to the trades of Bristol almost to a boy. (*See* Appendix B.)

1955. Do they confirm your opinion of the success of the school?— Most fully. I think we have the best proof of that, inasmuch as the reputation of the school is so good in the city, that the Corporation interests itself in its welfare; the Mayor comes to give the prizes, and the Society of Merchant Venturers have established a navigation school in connexion with us; and they help us. The reputation of the school as established at Bristol is so good, that we have apprentices' premiums given to us by the great Colston institutions; three or four great institutions in Bristol, the "Grateful Society," the "Anchor," and the 'Dolphin;" they raise funds every year as a sort of memorial to the great benefactor of Bristol, Mr. Colston; and they apprentice boys out. They give us two, three, or more apprentice premiums every year as a reward to our boys; and that is on the ground of the character of the school. The connexion between the school and the trades of Bristol is now, I believe, firmly established.

1956. (*Lord Lyttelton.*) The moral character of the school is as good as the intellectual character?—I think so.

1957. (*Dr. Temple.*) The school is a very small one for so large a town as Bristol, is it not?—It is.

1958. You want a good many more?—No; we do not want to have more scholars.

1959. But you do want more schools?—It would be most desirable to have more schools of the same sort.

1960. (*Lord Lyttelton.*) In Bristol itself?—I think it would be very desirable. I think it is the type of schools for that class.

1961. (*Dr. Temple.*) Why is it that the example of Bristol has not been followed?—Because of the difficulty of introducing any new thing on any subject, and above all in a matter of education. The battle we have had to fight with almost everybody, to get public opinion at all on the side of the school, has been a thing quite painful to think of.

1962. Do you think it would be hopeless to endeavour to establish self-supporting schools of this class?—Yes; until public opinion is won more over to them; until the public knows better what they are.

1963. Ultimately do you think they could be made self-supporting? —I should think so. All depends on the estimation. People will give almost anything for the education of their children if they have a faith in it.

1964. By public opinion, do you mean the public opinion of the parents?—Yes.

1965. (*Mr. Acland.*) You stated just now that there was an objection on the part of the parents to this kind of education; what was the ground of their objection?—They did not understand it. I should tell you that Euclid was a good part of the education at first, but the South Kensington gentlemen ignored it, and we were obliged to give it up. The parents fought extremely against the Euclid, and they were constantly saying they did not understand why boys should learn chemistry. They did not understand those fine words.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

1966. (*Dr. Temple.*) You have entirely given up Euclid, have you not?—Yes.

1967. Do you think that a good thing in itself?—No, I do not, I regret it; I think Euclid is a thing easily compassed in such a school as ours; but it did not so please the authorities.

1968. (*Mr. Acland.*) Do you attribute the dislike of the parents to your system rather to the influence of fashion among the lower orders as amongst the higher orders?—Yes, or rather ignorance.

1969. Do you mean to imply that they are rather seeking, according to their rank, what would be called fashionable accomplishments?—That is it.

1970. And that they really have to be taught themselves what solid education is?—That is exactly my meaning. I think they only think of the education of their betters. They would have their children learn Latin and Greek if they could.

1971. What is their notion of the accomplishments which they themselves think worth paying for? What are the subjects of education which they value at a high market figure?—I should say first reading, writing, and arithmetic; very good writing, very good reading, and very good arithmetic; afterwards, what their betters learn.

1972. Are they wrong in that?—I think they greatly overrate the value of those things. I would sooner see a man with horny fingers capable of making only a great scrawl, even spelling very badly, putting his capitals in the wrong place, and not pointing it a bit, who could work a proposition in Euclid; who knew well the principles of mechanics; who knew his business, and all the great laws of nature that link themselves with his particular trade, and with the material part of God's world in which he works;—I would infinitely sooner have that man than the man who would come with delicate fingers and write me a beautiful letter with flourishes, fine spelling, and fine words.

1973. When you speak of good writing, you do not mean merely good writing, but you mean flourishing writing?—No, I do not value penmanship very highly as compared with those other things,—as compared with the culture specially adapted to the man's position and his work in life. Comparing the culture a man gets by learning to write well and spell well with the other, I think the other is infinitely preferable.

1974. You think the other more practical branches of knowledge would be equally fertile in the future growth of the man's mind in his own business?—And more so. It would set him thinking on those things by the knowledge of which he is to live.

1975. And also equally advantageous to him in a pecuniary point of view?—Most certainly. I have no reason to find fault with the way in which the tradesmen whom I employ write out their bills. I do not judge of them by that, but I go by the way in which they do their work—the skill and intelligence which they show in their work—the power of telling before the thing is made how it is to be made, and how much it will cost to make it.

1976. Could you give some instances of the trades in which you find the greatest results of your teaching?—Yes. I will imagine myself starting from the door of my own house, and going along the street of my village; I should very soon come to a blacksmith's shop. My blacksmith, thanks to the introduction of machinery into agriculture, is passing out of a village blacksmith into a village engineer. That man, I believe, writes but very badly. He is a very intelligent fellow. He is part owner of a steam engine, and he makes drain-tile machinery. To him it would be invaluable to be able to master geometrical drawing,

to be able to make a good section and elevation of anything he had to construct. If he were acquainted with the principles of mechanics and of mechanism, such as they are taught in London by Professor Willis, and if he had been a little disciplined as a mathematician in a book or two of Euclid, that man would be capable of doing his work and availing himself of the opportunity, which in the providence of God is put before him for his own benefit, and for that of the community in which he lives, vastly more than he is now.

1977. That does not exactly answer my question. I did not ask what would be the benefit, but I asked you to give instances in which benefit had actually resulted from your school ?—I cannot do that, because the school has only been established eight years.

1978. Are you not able to give us instances of trades in which your boys have shown the good results of your education ?—They are readily received into the engineers' workshops in Bristol. A good many go into those workshops. That alone is preferment, and considerable preferment to a boy in that class ; such as the Artillery at Woolwich is to a boy in the class above them. They readily get employed in the engineers' workshops.

1979. You mean men who make steam engines ?—Yes. These are points on which, if the Commission wish it, I can get information.

1980. (*Lord Lyttelton.*) In your experimental science branch, do all the boys learn to use and work with their hands ?—No, they do not all do so. They see things done with the hands. They do not all work in the laboratory.

1981. Do most of them ? — No, not most of them. Some of them do.

1982. They all work in the drawing ?—Yes.

1983. (*Mr. Forster.*) Why did you fix the sum of 3*l.* a year as the school fee ?—We crept up to that. With 15*s.* a quarter it was thought it would pay. We got by degrees to that, and then we stopped.

1984. What was it at first ?—At first, I think, it was only 4*s.* a quarter.

1985. Are the parents of these boys chiefly artisans ?—No ; some are small tradesmen and foremen.

1986. (*Lord Lyttelton.*) There are clerks ?—Yes.

1987. (*Mr. Forster.*) What description of school will this school compete against ; will it be National schools ?—The class above the National schools. You cannot enter the schoolroom without seeing that the boys are more cultured and better clad than National school boys.

1988. Will the schools that it comes into competition with generally be private schools, commercial day schools ?—Yes.

1989. What do the masters of those schools generally demand from the parents ?—I think it is a guinea a quarter

1990. If they demand a guinea a quarter for what is really a much worse education, why are you unable to charge a guinea a quarter ?—I cannot tell you, but I feel quite sure that we cannot do so. There is a conventionalism in all these things. They think a commercial school is something select. It often puts out great pretensions, and they are beguiled by that. Ours was originally a National school, and I should not wonder if in their minds a good deal of the notion of a National school is still clinging to it.

1991. How long has your school been in active work ?—Eight years.

1992. Notwithstanding the great success of the school, you still think that it has not had so much effect upon the parents as to induce

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

them to give the same sum for teaching at your school as they would at the private commercial schools?—I should be sorry to try the experiment of charging the same sum. We might damage a successful experiment.

1993. (*Lord Lyttelton.*) How long has three guineas been fixed?—About two or three years.

1994. How many steps had you between 4*s.* and 15*s.*?—A good many; I cannot tell how many. It was a great matter of discussion. Perhaps I may mention this as another reason. As the school was established for the poorer classes, there was an impression on the minds of the committee that they ought not to take it away from that class any further than was absolutely necessary. I do not think that weighs so much with us now.

1995. (*Mr. Forster.*) When do you demand payment; is it paid every quarter?—Quarterly, in advance.

1996. What do you give your head master?—We give him 120*l.* a year. He gets in addition a good deal from the Science and Art Department of the Committee of Council.

1997. Can you give us a statement of your income and expenditure?—Yes, we print it every year.

1998. (*Sir Stafford Northcote.*) What does he get altogether, do you know?—Upwards of 200*l.*, I think.

1999. (*Mr. Forster.*) May I ask whether you would think, in cases where there are endowed schools which are at present attended by the lower section of the middle class, that schools so circumstanced would be in a position to imitate your school?—I should think so. It would be no easy thing, however, to do. If I were asked what would be the first step to take towards the creation of such a class of schools as this generally in the country, I should say, "Establish a training school "for trade schoolmasters; let there be a small number of students; "let them have been first trained in the ordinary training schools of "the country. Select out of those training schools men who, in ad- "dition to a general aptitude for teaching, show an aptitude for teaching "these special subjects. Then put them in your special trade training "school; bring them into connexion with some of the great London "scientific institutions; let them specially give attention to the teach- "ing of experimental science (for the knowledge of experimental "science is one thing, and the faculty of teaching experimental science "is another thing); put them in connexion with such institutions as "those where Professor Faraday, Professor Tyndall, and Professor "Willis lecture; let them see those great lecturers teach;" and when when you had created such a group of masters, say 20, to begin with, I think the trade schools would create themselves.

2000. (*Lord Lyttelton.*) Do you think such schools could be established in rural districts as well as in towns?—I think not.

2001. (*Mr. Baines.*) Do you think that you might not more easily obtain your 3*l.* a year by asking for it more frequently, or do you think there would be a want of respectability in that? We find in some of our mechanics' institutions that we get the amount much more easily by taking it weekly or fortnightly. Do you think it would apply to your school or schools of that class, or would you think there are any objections such as I have hinted at to receiving it more frequently?—We have considered that very much. Our schoolmaster, who knows the class very well indeed (and to that we owe a great deal of our success), thought that he should do better by taking it at once, and it was on his recommendation that we did so. We take it in advance.

2002. Is it that it is thought to be more respectable ?—I think it is very much that. I think the men who send their sons to us are rather the better class, in more senses than one, of the handicraft people. They are men probably who have a pride in having a little money beforehand ; the class of men who have good coats, who go with their children to church or chapel on the Sunday, who pay the baker, and the like ; and such men would not like to be called upon to pay by the week.

2003. (*Lord Lyttelton.*) They pay without difficulty in advance ? —Yes, I believe so.

2004. Are the children sent back if the payment is not made ?—Yes, they are very rigid.

2005. (*Mr. Baines.*) Did I understand you to say that the parents would pay anything for education where they had faith in the school ? —Yes ; to the extent of their ability.

2006. (*Dean of Chichester.*) In starting a good school, would it be good policy to charge 4*l.* a year instead of 3*l.* ? You say there are local reasons for making it 3*l.* at Bristol ; there would be no difficulty in raising it to 4*l.* in towns where there is not that feeling ?—I would rather myself begin at a lower sum and increase it, as we have done. I think that 4*l.* a year would deter a good many of that particular class to which I refer from sending their sons. We have gone on gradually. We began with a less number. They begin to feel the value of the school.

2007. (*Rev. A. W. Thorold.*) Are there evening classes connected with the school ?—Yes, there are, which are prosperous.

2008. Attended by an older class of persons ?—Yes.

2009. What do they pay ?—I really forget the amount.

2010. Is there any material difference between what they pay for the evening classes and what is paid for the daily attendance ?—I will get that information.

2011. The difference, of course, would be this, that those who come to the evening classes pay from their own earnings, and those who come in the morning are paid for by their parents ?—Yes. The evening school is held in the winter only. There is a large class in chemistry.

2012. What is the system of examinations connected with the Bristol school. You have examinations, I presume ? — Yes. The school is examined by the Department of Science and Art. The period is announced beforehand of the examination in every subject ; the examination, we will say, in geometrical drawing or chemistry. We are told sometime beforehand the day when it is to happen ; and we know the hour ; it is, I think, 7 o'clock in the evening. The same day and hour is announced for all corresponding examinations in the country. At the time two members of the committee, besides the secretary of the school, are required to attend. By that day's post there comes from London a bundle of examination papers. They are not to be opened until the hour arrives, or five minutes before the hour, and they are to be opened by members of the committee. The members of the committee are to see how the boys are placed, so that they shall not copy, and to be present during the whole time of the examination. We open the bundle and distribute the examination papers amongst the boys ; and we remain in the room. We have to sign our names to every paper which is delivered to us, as a sort of pledge that we have seen it fairly done. We put the papers into an envelope and send them back by the same night's post to the department in London. That is the way the examinations are conducted. The papers are

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

examined by examiners in London, and we know the results afterwards. I think it works well.

2013. Prizes are given at the end of the examinations ?—Yes ; very liberally.

2014. Are the examinations twice a year, or quarterly ?—Once a year only. They are in May.

2015. Have any large proportion of the boys been already instructed in National schools ?—Some have, I think.

2016. Can you say what proportion ?—I cannot say what number. I do not think a great many. I think they have come generally from private schools.

2017. With respect to the Bible lesson of which you spoke, is attendance at that compulsory ?—Yes. If any boy's parents object, we allow them to remain out during the Bible lesson upstairs in a room with one of the masters, but they very rarely do. There are only a few instances of it. It occupies half an hour. It is given by the head master. I have been struck with the greater intelligence the boys show in the Bible lesson than in my own National school.

2018. Does scriptural knowledge enter into the examinations at all ?—No.

2019. Why are you indisposed to see your school grow larger ?—I think it is as much as we can manage with our present staff. We have in the same building a mining school also, but independent of it. It is a small mining school containing 9 or 10 students. We have also now a nautical or navigation school, which the Merchant Venturers of Bristol conduct and support, and which they have requested us to have in our building, we taking the supervision of it, and they paying us a trifle for the room they occupy. It does not answer.

2020. You would prefer to see a number of small schools established on the model of this one rather than to see a few ones ?—I should myself.

2021. (*Lord Lyttelton.*) Where was the master trained ?—He was trained at Cheltenham training school.

2022. Had he a high-class Government certificate ?—Yes. A certificate of the first class. He went afterwards through a course of instruction at the Museum of Economic Geology in Jermyn Street. He was obliged to be certificated by the Department of Science and Art besides that.

2023. (*Dr. Storrar.*) You were obliged to discontinue Euclid in the school. Do you prosecute the higher branches of arithmetic ?—Yes ; the boys learn a little algebra.

2024. Do you thoroughly drill the lads in decimals and vulgar fractions ?—Yes. They are carefully taught mensuration.

2025. In fact, you carry arithmetic as far as you can ?—Yes ; that is to the mensuration of plane surfaces.

2026. (*Lord Lyttelton.*) If there is anything which you have not yet had occasion to tell us, and which has no particular reference to this Bristol school, we should be glad to hear it. Could you say what you consider the general defects of the present state of English middle-class school education, and what chief remedies you would desire to see adopted ?—I should say the great defect must lie in the inadequate education of the schoolmasters, and that the first step towards improving the existing state of things would be to provide another and a better set of schoolmasters ; men specially trained not only to know those subjects that are to be taught in the middle schools, but also to teach them. I should expect a preference to be given by parents to masters so trained in the selection of schools for their children ; and I should then expect the same kind of improvement to

take place in the middle schools that has taken place in so remarkable a degree in the National schools, and which is altogether due to the superior character of the teachers who teach those schools.

2027. I apprehend that the improvement in the elementary school teachers has been from the institution of training schools and from the Government system of certificates?—Yes.

2028. Do you contemplate anything at all similar to that with regard to middle-class schools?—I think so. I am not prepared to say exactly what it should be.

2029. Would you have a training school?—I would have a training school beyond all question. I think you could not do better than select the students of that training school from the existing training schools. They would then be of the class who had been pupil-teachers in their youth, and they should be the best of those men. It should be a sort of preferment to that class. I think that a twelvemonth's instruction afterwards in a special training school might be enough. The principle of payment for results is a much disputed question. I think it has been carried a good deal too far. The fault has been in putting all upon results. A modified payment to middle schools upon results would be a good thing.

2030. Are you thinking of a system of payment direct from the funds of the State under any circumstances to middle-class masters and schools?—I am.

2031. Would you simply add it to the present Government educational department?—I would.

2032. (*Dr. Storrar.*) You would utilise the present training schools to that extent?—I would. I would have an advanced training school. I have not thought a great deal on these matters, but still when I have thought of them, that is what has passed through my mind. I would have an advanced training school. I do not believe that you can do without public aid. Your own public schools are every one of them supplemented; nor would they be the efficient places which they are if they were not. The supplementing of them is enormous. Take the funds of the Universities and the prizes and fellowships (which are all so many prizes for your public schools) into account, and when you add the endowments of the schools, think how great it is, and think what their system would be if they were swept away.

2033. (*Lord Lyttelton.*) You have told us what you consider the source of the defects; will you tell us shortly what you consider are the main defects in the teaching of the middle classes?—I should say the defects are the want of culture, the want of exercise of the understanding of the child in the work of teaching; that it is altogether a mechanical thing; and that when you put in, as some of them do, such things as geography and history, they are so taught as to be very poor food indeed for a growing boy's mind. It is not food suited to the growth of his mind. There must be something stronger. He is quite capable of it. There must be some culture and discipline of the understanding, something similar to the old grammar school system, at which a boy was compelled to apply himself to his work, to support his head upon his hands and to think very much.

2034. You think, generally speaking, the Bristol school which you have described to us may be taken as a fair model of what might be established for the middle class?—I think it would. I would not say it should always be chemistry, but I think it ought to be a physical science subject; something ought to stand in the middle like a column by which the whole teaching of the school is supported, and round which everything clings and grows.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

2035. That you would apply also to classes somewhat above the Bristol tradesmen?—Yes.

2036. You think it would be applicable?—Quite; as in the old grammar school there was the classical column, something that was known by the master; something he was in love with himself, and did his best to teach the boys.

2037. (*Sir Stafford Northcote.*) When you said a Government department, did you mean a Government department to support the training school or payments to the masters, or to schools in which the masters may serve after they have left the training school?—I meant payments to the masters and to the schools.

2038. (*Dr. Temple.*) You meant a complete system of education for that class precisely parallel to the present system for the education of the class below them; inspectors, for instance, and the masters examining and getting certificates, each school getting grants, and the like?—I would rather construct it on the present type of the Department of Science and Art, than of the other Department of the Committee of Council. I think inspection is not of so much consequence. I think that the examination comes very much in place of the inspection.

2039. The examination of whom?—The examination which the Department of Science and Art holds at our Bristol Trade School at present, which is an annual examination. It is done at once. It gets rid of the whole apparatus of inspection.

2040. Then you wish to have the results tested by an examination conducted how?—As these of the Department of Science and Art are now conducted.

2041. How does that differ from inspection?—Essentially. I just now explained it. It is an examination on paper.

2042. Entirely on paper?—Yes. I do not think we want any further examination. The committee are quite competent for everything else.

2043. Then you would not require a machinery for inspection, but you would make grants to the separate schools?—Yes. There would require to be some inspectors, but nothing like the apparatus of inspection which you have now in elementary schools.

2044. Do you think that the endowments at present in the country would be sufficient for the purpose if they were adapted to it?—I think so; I think it is very likely indeed.

2045. You have not thought at all about the use that could be made of those endowments?—No, except that I have read in Sir James Kay Shuttleworth's book an account of them, and I know that there is an enormous sum available, and that there must be some new distribution of it in some way or another.

2046. Did you intend the training school you proposed to be supported like the present training schools, partly by private subscriptions, or entirely by the Government?—I should think partly by private subscriptions.

2047. How high up in the social scale would you carry this system which you propose of grants from the Government?—Till you get up to the level of the grammar school.

2048. "The grammar school" is such a very vague line to draw?—I should be glad, for my own part, if the whole middle class were instructed in the elements of physical science. That perhaps is impossible; but I think the lower or industrial section of the middle class might. I think there is one group of schools that ought to look to the Department of Science and Art. Another group of schools ought to look to the Universities. I think the group of trade schools ought to keep their eyes off the Universities, and the Universities to keep their

eyes off them. They belong to the side of application, and to the Department of Science and Art. There is another group which looks to learning in the abstract, and to the Universities. The Universities ignore practice essentially, and always must and always will.

2049. Do you think it would be better that this should be done directly by the Government than, for instance, by the London University ?—I think so. It is perhaps not fair for me to say this. I imagine if it were done in the same way as is now done by the Government, leaving as much voluntary agency as you can in it, it would best prosper.

2050. How would you propose to extend such a system over the country, because the Government already make such grants as you describe to the Bristol Trade School ?—I think that the report of this Commission will be the first step towards it; that the public will become through it acquainted with the state of the education of the middle classes.

2051. You look to voluntary action ?—Very much.

2052. To voluntary agency for spreading this kind of teaching ?—Yes. I think the Church would take it up on its side. I have no doubt that the Dissenters would take it up on their side. You had better let those gentlemen come together, as they prefer to come together. I think a good deal would be done if the subject were well popularized, particularly if there existed a middle class or trade training school.

2053. (*Mr. Forster.*) I understand you to say that you would suggest that there should be training schools for the middle classes partly supported by State funds, and that there should be a provision at the State expense for examination ?—I think so.

2054. Have you considered the objection that would doubtless be made, that it would not be reasonable to take public money to assist the education of those who are able to pay for it themselves ?—Yes. I do not think it would be unreasonable to do so. They may be able to pay for it themselves ; but you cannot expect them to pay for it on public considerations. The consideration is a public one. It is for the public benefit that these subjects should be taught to the middle classes of this country. The private good follows, but perhaps it is long behind. You go to a person of the middle class, and you say, "for the good of the public let your son learn these things." Of course you cannot expect him to do it. They are considerations connected with the material well-being of the country, which are of vast importance. The private good comes afterwards, and as the result of the other.

2055. Why upon that principle would you stop the State assistance at that class which attends the grammar schools ?—If you go above the grammar schools you find that public endowments, or at any rate some external funds, do very largely supplement the education.

2056. Would you consider that State aid out of the taxes ought really to be claimed upon the same condition as the external aid that is given to the great public schools and the universities from past endowments ?—No, I would not put it exactly on the same ground ; I should put it on this public ground, that that class of schools is provided for ; the education is perhaps the best kind of education for those persons ; that class, therefore, is provided for ; and it is expedient for the State, and it will yield an ample return to the public revenue, to give to boys of the tradesmen and manufacturing class an education more directly connected with and tending to promote the trade and manufactures of the country.

2057. (*Dr. Storrar.*) You seem to divide the middle classes into two

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

sections, the lower middle section, that you would propose to provide an education for after the manner you have just been describing, and the upper middle section; is there not a middle section between those two consisting of people who go into counting-houses, who are trained to be merchants, and who would need some kind of education somewhat different from that which was proper to the lower section, and different from that which was proper to the upper section?—The linendraper, the grocer, and that class of persons; is that what the question contemplates?

2058. Yes; and the merchant also?—They would put that upon a literary basis more. They would know modern languages for instance. I think modern languages might go very well in some cases with the trade school. We have often thought of adding it to ours.

2059. In that middle class school you would propose the cultivation of mathematics, and possibly some amount of Latin?—I think then you come upon the grammar school very much.

2060. Are we not really describing a section that stands between the two that you have hitherto been referring to especially?—I am afraid I differ from a great many others, but I myself cannot value as a branch of education anything that is essentially and necessarily superficial, pretentious, and unreal. I think Latin and Greek, added to modern languages, for the class of which you speak would be of that kind. It would want that character of reality, of truthfulness, of honesty, and of depth that is all important, if not for the boys, for the master, and for the moral atmosphere of the school; of something to be done well in the school.

2061. I did not refer to Greek, I merely referred to the possibility of such education in Latin as would serve the purposes of a better knowledge of English?—Consider how very little that would be. It would only give the boy, when he came to be a man, an opportunity of quoting two or three passages, using a Latin word every now and then, and seeming to be a better taught man than he really is. I may be mistaken. It gives a certain polish undoubtedly, and it enables a man to speak with more accuracy probably, and his utterance is all the better; he pronounces better; in this way it has a conventional value; but in regard to the training of his understanding, and the formation of his character, I do not think myself that it amounts to much, unless he learns it well.

2062. Have you any opinions with regard to the training of that middle section of the middle class to which I have particularly invited your attention?—I think modern languages ought to be its centre, and perhaps a little mathematics. Three books of Euclid and algebra would be suitable for that class, but particularly modern languages, French and German. I think you might do that well, and would easily get masters.

2063. Would you at all contemplate the interference of the State in regard to that kind of education?—I think that might be done in the same way. They might have a training school. The training school might not be so costly. The masters might pay a proportion. I think that grammar schools, and the public schools even, should have their masters trained in normal schools. I do not see why it should not be so. It is necessary in France, and I believe in Germany, that the teachers, even the highest, should go through the normal schools.

2064. I suppose in the education of that middle section you would contemplate also some element of science?—Yes.

2065. (*Mr. Erle.*) Would you preclude masters from opening and teaching schools who have not that certificate?—No.

2066. Would you only secure them a preferential advantage ?—We could not refuse it to them.

2067. (*Rev. A. W. Thorold.*) You have suggested one method for raising the standard of masters of lower middle schools. Can you suggest any other ?—No ; no other occurs to me. They would have come from the class of pupil-teachers. They would have been through the training schools, and the character of the teacher would have been cultivated there. Then you would put them into your trade normal school, and they would get opportunities of special instruction in the teaching of trade-school subjects there.

2068. An opinion has been strongly expressed in former evidence, that the necessity in many instances for the head masters of endowed schools to be clergymen operates unfavourably on the scholastic profession. Is that your opinion ?—No, not at all. I have the strongest opinion that all important institutions of education should have clergymen at their head. I think you cannot get the thing that the clergyman represents represented in the school without putting him in the first place of the school. I do not believe that any school will go right morally unless it is based somehow or another on religious instruction. If you put it anywhere in the school, it must be in the hands of the head master, and he by his profession strongly and positively would represent it if he were a clergyman, and be pledged to the maintenance of those high moral and religious principles on which it all depends.

Appendix A.

The course of instruction at the Royal Military Academy is completed in five and a half yearly terms, and the cadets obtain their commissions in that time if they have obtained promotion from class to class regularly by passing successfully the prescribed examinations. If they fail in one class promotion they may remain six terms, but no longer. In the examination of the last commission class at Woolwich, *December* 1864, there were *ten gentlemen cadets** who had once failed in class promotion, and were consequently in their sixth term at their final examination. They all gained the qualifying minimum, and came out in the order of merit as shown in the last column of the following return :—

Table I.

Order of Merit at Admission Examination.	No. of Mathematical Marks gained at Admission Examination.		Whether they took up Classics.	Order of Merit on leaving after Six Terms.
	Pure.	Mixed.		
10	975	235	No.	14
12	865	330	Yes.	32
19	1,360	720	No.	42
22	900	485	No.	40
25	1,400	380	No.	23
34	805	330	No.	26
43	800	295	Yes.	35
44	710	375	No.	22
46	795	325	No.	20
49	710	300	No.	24

* They entered in January 1862.

Rev. H. Moseley, M.A., F.R.S.

28th Mar. 1865.

From the foregoing return it appears that of ten gentlemen cadets, whose period at the academy was extended to three years, owing to failing once in class promotion, only *two* of them had taken up classics at their admission examination.

The annexed return shows the number of marks in mathematics gained on admission by the remainder of the same commission class, and whether or no they took up classics, also their order of merit on leaving.

TABLE II.

Final Examination, December 1864, of Thirty Gentlemen Cadets, who entered July 1862, after $2\frac{1}{2}$ Terms.

Order of Merit on Admission.	No. of Marks gained, on Admission, in Mathematics.		Whether they took up Classics.	Order of Merit on leaving.
	Pure.	Mixed.		
1	1,425	395	1,868	1
2	940	305	1,830	34
3	1,650	710	No.	6
4	1,200	535	1,284	3
5	1,305	370	1,228	10
6	1,205	380	1,487	9
7	1,140	400	1,578	11
8	955	575	1,281	30
9	1,555	385	No.	4
10	1,045	475	906	5
11	1,420	655	No.	2
12	1,275	420	No.	37
13	1,225	495	No.	15
14	1,200	595	No.	8
15	1,065	315	1,175	19
17	1,685	685	No.	7
18	1,445	410	401	18
19	1,420	720	No.	12
20	1,260	540	1,250	33
23	850	205	719	36
24	1,225	355	No.	25
25	1,085	405	1,015	27
28	1,000	380	No.	31
30	935	250	1,029	21
32	1,385	375	No.	39
40	850	315	No.	13
44	1,040	150	No.	38
45	1,045	300	No.	17
47	860	150	No.	16
48	895	220	691	29

TABLE III.

Return of Fifteen Gentlemen Cadets who entered at the same time, but who each, on one occasion, lost promotion from class to class.

Order of Merit on Admission.	No. of Marks gained, on Admission, in Mathematics.		Whether they took up Classics.	—
	Pure.	Mixed.		
21	1,125	175	No.	Failed once in Class Promotion.
22	1,120	260	604	
26	1,170	190	976	
27	790	430	No.	

Order of Merit on Admission.	No. of Marks gained, on Admission, in Mathematics.		Whether they took up Classics.	—
	Pure.	Mixed.		
29	830	190	No.	Failed once in Class Promotion.
31	1,095	295	450	
33	965	185	900	
34	1,040	175	No.	
35	1,050	495	No.	
36	870	200	1,102	
38	800	365	No.	
39	1,160	195	No.	
41	925	305	No.	
42	835	230	No.	
43	840	250	879	
Four Cadets who lost their Term from other causes, or withdrew.				
16	1,250	400	1,128	Rusticated.
37	1,025	385	No.	Withdrawn.
36	1,050	360	No.	Do.
49	820	435	No.	Sick.

On reference to the foregoing table (Table II.) we find No. 1 gains on admission, in pure mathematics, 1,425; in mixed, 395; total, 1,820. In *classics* he gains 1,868, and comes out at his final examination 1st on the list.

Nos. 3 and 17 gain respectively, in pure mathematics, 1,650 and 1,685; in mixed, 710 and 685; total, 2,360 and 2,570 in mathematics respectively, or 540 and 750 more than No. 1; but neither of them took up classics. They came out only 6th and 7th in order of merit.

In comparing men of about equal mathematical abilities on admission, we find as follows:—

Order of Merit on Admission.		In Pure Mathematics.		Order of Merit at Final Examination.
No. 4	Gain on Admission.	1,200 Marks.	All take up Classics.	3
„ 5		1,305 „		10
„ 6		1,205 „		9
„ 10		1,045 „		5
Average - - -		1,188¾	between	6 & 7
Average Mathematical: Pure and Mixed -		1,573¾		

All these took up classics on admission, gaining respectively 1,284, 1,228, 1,487, and 906 in that subject, and came out of the academy 3rd, 10th, 9th, and 5th in order of merit.

Compare with the above four the following seven, who gain about the same numbers in pure mathematics, but did not take up classics for admission examination:—

Order of Merit on Admission.		In Pure Mathematics.		Order of Merit at Final Examination.
No. 12	Who gain on Admission.	1,275 Marks.	None of these took up Classics, they came out.	37th.
„ 13		1,225 „		15th.
„ 21		1,125 „		Failed.
„ 24		1,225 „		25th.
„ 28		1,000 „		31st.
„ 32		1,385 „		39th.
„ 39		1,160 „		Failed.
Average - - -		1,199⅞		
Average Mathematical: Pure and Mixed -		1,541⅜		

Rev. H. Moseley, M.A., F.R.S.
28th Mar. 1865.

Four cadets, with an average of 1,188¾ marks in pure mathematics, or of 1,573¾ in pure and mixed, and taking up classics at entrance examination, get at their final examination an average place between 6th and 7th in order of merit, although classics count for nothing in the work of the academy.

Seven cadets, with an average of 1,199⅔ marks in pure mathematics, or of 1,541⅔ in pure *and* mixed, and not taking up classics at entrance examination, get an average place between 32nd and 33rd in order of merit, putting the two who failed at 40, *i.e.*, one below the lowest who passed.

Nos. 9 and 11 (Table II.) did not take up classics, but being both VERY GOOD mathematicians, gaining 1,940 and 2,075 marks respectively in mathematics (pure and mixed), they more than held their own, and came out 4th and 2nd in order of merit.

On the other hand, No. 2, though a first-rate classic, a fact to which he owed his high place at his admission examination, was but a very moderate mathematician, and would appear not to have been able to keep his place; he lost 32 places in his class but without losing his class.

On referring to the 24 cadets who in June 1862 came in in the lower half of their batch, viz., in order of merit from No. 26 to 49 inclusive (Tables II. and III.), it will be observed that 17 of them did not take up classics. Of these 17, two withdrew, one was absent from other causes, eight failed in class promotion, leaving only six out of 17 who passed in the 2½ years residence.

It would appear from the above that a first-rate mathematical scholar will hold his own generally at the academy, even if he did not prove himself a good classical scholar at his admission examination; but amongst men of average mathematical attainments, those who have also a knowledge of classics would appear to have the advantage at the academy over those who have not studied them.

Classics are a proof of a more sound education.

Too much importance, however, must not be placed upon the fact of *classics* being taken up or not at the entrance examinations, for many may have a fair acquaintance with them and yet not select them as one of their five subjects.

APPENDIX B.

Bristol Trade and Mining Schools,
Thursday, 13th April 1865.

SIR,

THE Rev. Canon Moseley has asked me to send you an analysis of the trades which the pupils of our schools follow after leaving. I send you this for the past two years. During this time 57 boys and young men have left the upper part of the school. Those who leave the lower part of the school can have no interest for you, since they have learnt nothing with us but what is taught in an ordinary elementary school.

Of these 57—

10 have become engineers.
8 „ „ miners.
13 „ „ clerks.
3 „ „ sailors.
2 „ „ watchmakers.
11 „ „ other mechanical trades.
5 „ „ warehousemen.
1 still unsettled.
4 have left for other schools.

I am, Sir,
Your obedient servant,
THOS. COOMBER.

W. Roby, Esq.

The witness withdrew.

Adjourned.

Wednesday, 29th March 1865.

PRESENT :

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

JAMES PAGET, Esq., F.R.C.S., F.R.S., called in and examined.

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

2069. (*Lord Taunton.*) You are a Fellow of the Royal Society ?—Yes.

2070. You are connected with St. Bartholomew's Hospital ?—Yes.

2071. How long have you been connected with it ?—I have been there as a student and teacher altogether for 30 years, but I have been teaching there for about 25 years.

2072. Were you connected with the College of Surgeons ?—I was for a time Professor of Anatomy and Surgery at the College of Surgeons.

2073. Are you a member of the Senate of the University of London ?—Yes.

2074. Have you been connected with any collegiate establishment? —I was for a time warden of a collegiate establishment at St. Bartholomew's Hospital, some years ago.

2075. What is the nature of that establishment; what are its objects ?—Students were there admitted to pursue their studies in the hospital under regulations which were, so far as we could make them, similar to the regulations observed in the Universities of Oxford and Cambridge.

2076. (*Lord Lyttelton.*) Is it still going on ?—Yes.

2077. (*Lord Taunton.*) Has that establishment chiefly to do with the discipline and moral habits of the students, or was it formed for the purposes of direct instruction ?—For the discipline and habits of a certain number of the students studying in the hospital.

2078. The instruction was given in the hospital itself ?—The instruction of the whole class of students was given in the hospital, but a certain number were admitted into the college.

2079. (*Lord Lyttelton.*) It was intended to give them the advantage of a college life combined with instruction ?—Yes.

2080. (*Lord Taunton.*) I presume you must have had many opportunities of forming a judgment as to the state of instruction in which these young men come up to St. Bartholomew's Hospital ?—Yes ; perhaps I should add also that I had opportunities of acquainting myself with the state of knowledge of many others than those at St. Bartholomew's Hospital, from having been for about 10 years one of the examiners of candidates for the medical service of the Army and the East India company.

2081. From the results of your experience in these different ways, what is your impression of the quality of the instruction which young

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

men bring on their entrance to the medical profession?—I have had no personal knowledge by examination of the condition of the general information of students coming to the schools, but I take as a guide to it the subjects required in the examinations previous to the entrance on medical studies at the different examining Boards of London, especially the London University for one, and the College of Surgeons for another. I take it that in both places they require as much knowledge as they can reasonably expect to find in the candidates, the College of Surgeons requiring a much less amount than the London University; perhaps, therefore, indicating what is the smallest amount of knowledge with which students can commence the study of medicine.

2082. From what class of society, generally speaking, do young men come to you at St. Bartholomew's Hospital?—The range is very wide; some are the sons of persons of considerable property, others are comparatively poor, many are the sons of those who are already in medical practice. There is a great deal of what is hereditary in medical practice, a large number of our students are the sons of those already engaged in practice, and to whom therefore they succeed. Speaking of the manner of education, I should say that the greater part of them are educated in the better class of proprietary schools and grammar schools throughout England, some few at the larger public schools, and of course a certain number at the Universities of Cambridge and Oxford.

2083. In short, it is from what may be called the upper stratum of the middle class that you derive the practitioners?—Yes.

2084. Will you have the goodness to state whether, in your opinion, they come as well instructed in general knowledge as can be expected?—I thought, as that question might be asked, it might be well to bring with me the regulations of the College of Surgeons as to the subjects in which student must be instructed. Every student, before commencing the study of surgery, is required to pass an examination. 1. Reading aloud a passage from some English author: 2. Writing from dictation: 3. English grammar: 4. Writing a short English composition, such as a description of a place, an account of some natural or useful product, or the like: 5. Arithmetic. No candidate will be passed who does not show a competent knowledge of the first four rules, simple and compound, of vulgar fractions, and of decimals. 6. Questions on the geography of Europe, and particularly of the British Isles: 7. Questions on the outlines of English history, that is, the succession of the sovereigns and the leading events of each reign: 8. Euclid, Books 1 and 2: 9. Translation of a passage from the first book of Cæsar's Commentaries, *De Bello Gallico*. That includes the whole list of subjects which are compulsory, but he must also pass an examination in one of seven subjects, of which he has his choice. Those include,—1. Translation of a passage from St. John's Gospel in Greek: 2. Translation of a passage from Voltaire's *Histoire de Charles X.*: 3. Translation of a passage from the first two books of Schiller's *Geschichte des dreissigjährigen Krieges*. Besides these translations into English, the candidate will be required to answer questions on the grammar of each subject, whether compulsory or selected; mathematics, algebra to simple equations inclusive, mechanics, chemistry, and botany. From those seven subjects he must choose one, but the compulsory subjects are those which I read before. It will be seen, therefore, that the largest amount of knowledge which is absolutely required includes the ability in the highest subject to translate something from one of the books of Cæsar's Commentaries. In addition to that he must know something of French or of Greek, or some one of the other subjects mentioned.

2085. (*Lord Lyttelton.*) Greek is included?—Only as a voluntary subject.

2086. (*Mr. Acland.*) Is it not the case, that in lieu of the examination which you have just described, you accept the verdicts of other examining bodies?—Yes, there are a very large number of examinations which stand in lieu of that which has to be passed at the College of Surgeons. Any student having passed one of a very large number of examinations which are indicated in this paper, and all of which are regarded as being of a higher stamp than that which is made compulsory at the College of Surgeons, may evade that examination altogether.

2087. Which is the usual threshold through which your candidates come, one of those enumerated examinations or your own compulsory one?—The compulsory one is by far the most common, and I believe the next most frequent is that of the London University.

2088. (*Lord Lyttelton.*) What examination is it; is it previous to being admitted as students?—Previous to being admitted to the study of medicine.

2089. (*Lord Taunton.*) Do you attach great importance with regard to the future proficiency of students in the study of medicine, that they bring to it a good general education and intelligence in general subjects before they embark on a professional career?—Yes, I think it a matter of the greatest importance.

2090. Do you think that upon the whole young men come up in a satisfactory state of information on those subjects when they enter the medical profession?—I should say that the condition of their knowledge in regard to the subjects which might be included under the head of science, as distinguished from literary matters, is highly unsatisfactory.

2091. Which do you think the most important, that they should have that education which would the best strengthen and develop their faculties, or that they should have an education more specially directed to physical science and subjects which are more or less directly connected with the medical profession?—I could not say, at once for all, which of those two might be most important previous to the study of medicine. If a literary or a classical education is carried to its highest point it admirably qualifies a man to enter at once upon the study of medicine; but that which I observe most is, that few students who have been educated in classics reach any such point of knowledge as to give their minds any special strength or ability to turn at once to any other subject. Even those students who are examined at the London University for the matriculation examination, and who are among the best who commence medicine, cannot be said to have such a knowledge of the classics as to be thereby qualified, either by high discipline or by learning, for entering at once upon the study of medicine. My impression, therefore, is that if the quantity of knowledge is so limited, as it must necessarily be by previous education, it would be far better if they had the same amount of knowledge in scientific subjects as they now possess in classics.

2092. Great physicians have often been great scholars, have they not?—I think if we had none but great scholars to teach medicine to, we should teach it with great success, but we have to teach it to many very little scholars.

2093. (*Lord Lyttelton.*) With reference to the collegiate department of St. Bartholomew's Hospital, what was the peculiar course of study there?—There was no separate course of study; the students were engaged in the ordinary course of study of the whole school.

2094. Did they not read classics thoughout the time?—No.

2095. How long do they remain there generally?—Their remaining

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

is voluntary, but it commonly extends over the whole period of their studies—three years.

2096. How many are there there now?—Somewhere between 35 and 40. I do not know the exact number.

2097. Is that as many as have ever been there?—Yes.

2098. Was it the view of the founders of it that there was a peculiar necessity for the establishment of a collegiate department of that kind from any bad results which you may have observed in the moral character of any of the students during the course of their study?—I think it was generally believed that it would be beneficial to a medical school to have some one in authority resident with a certain number of students resident with him, who might exercise a general guidance over the moral condition of the students.

2099. I only wish to know as a fact whether it is your opinion that the moral state of medical students was bad, and exposed to particular danger?—I think not worse in any sense than that of any young men of their age collected together in large numbers, but certainly making supervision very advisable.

2100. Many of them lodge where they can about London?—Yes.

2101. (*Lord Taunton.*) From your experience have you been able to form any estimate of the comparative value of the education generally given in the three classes of schools, endowed schools, proprietary schools, and private schools respectively?—No, I could not form any estimate.

2102. (*Lord Lyttelton.*) Do you consider that the collegiate institution has been a successful experiment?—Yes.

2103. Could you say whether, in observing the subsequent life of those who have been there, it has seemed favourable compared with others?—Yes; but I should say that the general tone of the whole school has been improved by it.

2104. Is there any other such institution in London?—I think the plan is carried out in some measure at King's College; not exclusively for medical students, but for students of all classes.

2105. Is there anything similar at Guy's Hospital?—No; there is no college there.

2106. Are you acquainted with an institution which I believe is doing well, called the Sydenham College, at Birmingham?—I do not know anything of it personally.

2107. I think you said, that these young people coming up for admission are very ill prepared as to scientific subjects?—Entirely. For the most part they have not studied them at all.

2108. Is their literary preparation better?—Yes; I should think it may be called very fair, so far as I have had an opportunity of testing it.

2109. Who is the head of the college?—At this time it is Dr. Andrew.

2110. There never has been a clergyman at the head of it?—No, never.

2111. And the chaplain gives no particular instruction?—Not any special instruction to the students of the college.

2112. Is there a chapel at St. Bartholomew's?—Yes; it is a parish church used as a chapel.

2113. Are the students expected to attend it?—Expected, but not compelled.

2114. Can you say generally, what, the charge is?—The general cost is a little more than that of living in lodgings. There are no special college expenses, but the arrangements are that the cost of living in

college should, on the whole, be as little as possible larger than that of living in lodgings.

2115. The out-students, as I understand, have no particular connexion with the collegiate department ?—No.

2116. (*Mr. Forster.*) You have described the compulsory subjects for examination at the College of Surgeons, can you give us any information as to the general proficiency of the candidates in different subjects ?—I believe the very large majority of those who are candidates pass.

2117. First as regards the reading aloud of a passage from some English author, writing from dictation, English grammar, and writing a short English composition ; are there any of them that fail in that ?—I cannot speak from personal knowledge of the matter. I have heard of some failing, but that is all. The examination you will observe is conducted by the College of Preceptors. It is not conducted at the College of Surgeons.

2118. From your experience in the different positions which you have held, are you able to inform us as to your opinion whether the young men come sufficiently grounded in English literature and in this elementary English knowledge ?—My experience of the examinations of candidates for the army and the India service, who are all, I may say, diplomatised members of the medical profession, and have therefore passed through their medical studies, is that several of them, probably about five per cent., could only have passed an examination of that sort under very great indulgence.

2119. As regards arithmetic, it is stated that no candidate will be passed who does not show a competent knowledge of the first four rules, simple and compound, of vulgar fractions, and of decimals ?—That I have had no opportunity of testing.

2120. You have had no opportunity of testing their qualification in any examination of which you speak ?—No.

2121. Would you make the same answer with regard to geography and history ?—Yes.

2122. And mathematics ?—There again there is no subsequent test at all to which they are submitted.

2123. With regard to Latin, a certain knowledge of Latin is absolutely necessary for the medical profession, is it not ?—Yes, a very small knowledge is absolutely necessary.

2124. Are any of the young men who come up deficient in the small amount that is necessary ?—The only knowledge I have seen them compelled to show has been the knowledge required in the writing of Latin prescriptions, and some of them do not show a grammatical knowledge therein.

2125. The little acquaintance with Latin that is necessary I suppose they all have ?—They all have a little acquaintance with Latin ; of course some have a much larger amount ; but all have some little acquaintance with Latin.

2126. I suppose we are to gather that you consider the greatest deficiency in the education of these young men that come before you as candidates for the medical profession is their want of knowledge with regard to experimental science ?—Yes.

2127. You would point to that as the greatest deficiency in the education of those who are intended for the medical and surgical profession ?—Yes. I might illustrate it by saying this :—All the scientific knowledge that is supposed to assist the study of medicine has to be acquired after they begin their medical studies. For example, it is highly important that a person studying medicine should be taught some-

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

thing of natural history, something of chemistry, something of natural philosophy. The whole of those things have to be taught in the medical schools, and there they are very imperfectly learnt, having to be studied at the time when students are occupied about matters which seem to them, and which are indeed, very much more immediately important, such as the practice of medicine and surgery, midwifery, anatomy, and physiology, and other subjects which they are quite aware bear on the daily business of their life. The result therefore is, that students complete their medical education with a very imperfect knowledge of any one branch of science except that of their own profession.

2128. I suppose we should be right in believing that the whole time that a young man is able to give at a medical school would be profitably employed in what may be called the special study of medicine ?—Certainly.

2129. And therefore that it is a great disadvantage to them in after life, and to the medical profession generally, that they do not come up grounded in that scientific knowledge which is a preparation for it ?—Yes.

2130. It is supposed in some quarters that public attention has been directed more to the necessity of education in experimental science of late ; do you find that they come any better prepared than they did, say five years ago ?—I think they are rather better prepared than they used to be, but they are still very ill prepared. I may call the attention of the Commission to the fact, that when a scheme of examination is made even at the London University (which I hold to be considerably the best for the generality of students) there is a sort of apology made for an examination in natural philosophy and chemistry, and that while there is very little indication of the extent to which an examination in classics or history will go, there is put in a notice that the questions in natural philosophy are such as may be answered after attendance on a single course of lectures. And again, in chemistry it is distinctly indicated that only very elementary questions will be asked. So that there is a very narrow limit put to the extent to which examination is to be carried in those subjects, but there is no such limit assigned to the extent to which it is to be carried in classical or historical studies.

2131. (*Lord Taunton.*) Would you complain of the discouragement of the study of the elementary parts of physical knowledge, rather than the encouragement of classical knowledge ?—I would not call it discouragement. I think, as a member of the Senate of the University of London, I may say that the Senate would be very glad to examine much more fully in those subjects if they expected to get answers. They examine as far in them as they can require of the candidates ; but I think they are aware that those subjects are so little studied in schools that it is quite useless to ask any difficult questions, or to alarm students by any supposition that they are going to be examined minutely in any branch of natural science.

2132. (*Mr. Forster.*) Has the course of your duties and experience led you at all to compare the comparative education of the candidates for the medical profession in England with the continent, with either France or Germany ?—I have no personal knowledge of it, but my impression is that the previous education in both France and Germany is better than in England, in that they give very much more attention to scientific subjects than they do here.

2133. You would consider that the education of similar young men in France and Germany is such as to ground them much more in science ?—Yes.

2134. (*Lord Taunton.*) Do you mean that in these schools there should be a special instruction in science with reference to the medical profession, or are you an advocate for a better instruction in science than now exists as a part of the general education of an English boy?—As a part of the general education. It would be absurd to propose that there should be any scheme of education for boys preliminary to medicine alone, but it has always seemed to me that a certain measure of scientific education is necessary for all persons in the same rank of society as the medical profession.

2135. You would make it general?—Yes.

2136. Do you think that that would be incompatible with still retaining the element of classical education as a part of instruction?—I do not see that it could be in any sense incompatible.

2137. (*Dr. Storrar.*) The College of Surgeons of England may be considered to represent by far the greater bulk of the profession, and of the students working into the profession?—Yes.

2138. How long is it since the College of Surgeons instituted any preliminary examination in arts?—I do not know.

2139. About three or four years, is it not?—I should have thought it was six or seven years. I do not know the exact time.

2140. Previously to that time there was no examination in arts at all?—Except with a very limited number of those specially apprenticed.

2141. But the great bulk of the students coming to study the medical profession were not tested as to their knowledge in general education at all?—No.

2142. What is the age at which young men go to the College of Surgeons for this preliminary examination?—Eighteen or 19, I think.

2143. And although men bringing higher qualifications are permitted to pass by this examination, yet the practical fact is that the great bulk of students studying medicine in London do pass this College of Surgeons examination?—Yes, I should think a large majority.

2144. Do you consider that a very high standard?—No.

2145. Do you think it is a sufficient standard for entering profitably upon the study of medicine?—I think it would be very desirable if it could be raised, but I am not certain that it could be. The preliminary education must bear some relation to the subsequent profits of the profession. I do not know whether it could be raised.

2146. It might be raised, I presume, if the general education of the country were higher?—Undoubtedly.

2147. So that, in fact, what you would deduce from this examination, which is adapted to young men entering a profession at the age of 18 or 19, is that the general education of the country is low?—I should think so.

2148. What you would desire probably would be that a medical student coming to attend a class of anatomy and physiology, or, say, a class of chemistry, should have such a general education as might enable you with confidence to take certain knowledge of scientific facts for granted?—Yes.

2149. You say that you have been a lecturer on anatomy and physiology. In some of your lectures you must be under the necessity of making constant reference to the elementary facts of natural philosophy, say, for instance, the action of the muscles and bones. You would not consider it safe to assume that all the class understood all the principle of levers?—No.

2150. Then again with regard to the physiology of the eye; I presume you would find it necessary to begin with the very elements of optical science?—It is customary in medical schools to make a

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

certain amount of optics precede the description of the anatomy of the eye.

2151. So that the custom indicates the recognition of the want of preparation on these subjects?—Yes.

2152. The same, I presume, would apply to acoustics, to hydraulics, and to anything connected with experimental philosophy?—Yes.

2153. (*Lord Lyttelton.*) Would it apply to mathematics generally?—They are hardly applied as mathematics.

2154. But applied mathematics; mechanics, for instance?—In such subjects as acoustics, hydrostatics, and hydraulics the mathematical explanation of the subjects would not be entered upon.

2155. (*Dr. Storrar.*) Perhaps it would not be going too far to assume that one of the greatest advantages that could result to medical education would be the securing on the part of young men commencing the special study of medicine a higher standard of general attainment and intellectual discipline?—I think that is self-evident; but speaking as a teacher of medicine, what I should have more particularly to say is that although it is very desirable, if I may so speak, that the whole bulk of knowledge brought to the study of medicine should be increased, it is more particularly desirable that the kind of knowledge should be different; that men should come with more scientific training, even although it might be at the sacrifice of a certain amount of their present literary studies.

2156. (*Lord Lyttelton.*) Do I understand that you think the amount of time now given to their preparatory education in the ordinary branches of classics and mathematics might be diminished with reference to their future life?—Provided its place were supplied by some teaching in natural science.

2157. That is what you would recommend?—Yes.

2158. Classics and mathematics are in over proportion at present?—Yes.

2159. (*Dean of Chichester.*) Do you find that the graduates of Oxford and Cambridge who come to pass at the London University and medical colleges are better qualified for medical pursuits?—I think those who have passed through the higher grades of these Universities and taken high degrees are the best students we have; but those who have taken ordinary degrees are scarcely superior to the general class of students.

2160. (*Mr. Acland.*) Do you think Latin unimportant for medical students, except for the traditional custom of the profession, to write prescriptions in Latin; would you, in short, dispense with Latin altogether?—I should hardly like to commit myself to say that altogether; I would rather say that I do not think Latin at all more necessary for members of the medical profession than it is for any persons in the same rank of life.

2161. When you speak of the importance of physical science taking the place of a part of that inefficient classical instruction, (because I understand your opinion only to go to the extent of substituting natural science for inefficient classical instruction,) is it for the sake of the mental training, or for the sake of the positive knowledge acquired?—For the sake chiefly of the positive knowledge acquired, but in a measure also for the mental training. Perhaps I might put it thus:—A student comes to study medicine, which is altogether a science of observation. He has to use all his senses in the keenest degree to which he can educate them; and, for the most part, before a student begins the study of medicine, he has never exercised his senses about anything but his amusements.

2162. You would not think that exercise of the senses by means of amusements quite unimportant ?—On the contrary, very important.

2163. For the medical man ?—We have often, for instance, amongst the best students those who for amusement have studied natural history.

2164. I did not mean that sort of amusement. Do you think the development of a boy's natural faculties in games an unimportant element in his education as a medical man ?—No, very important.

2165. On the ground of quickening habits of observation ?—Yes.

2166. I understand you to say that you think it undesirable, though it is the custom, that all the scientific knowledge which a medical man acquires should be given in his hospital ?—You mean that it is undesirable that all the scientific knowledge which is collateral with medicine should be given in the hospital ?—Yes.

2167. Yes ?—Quite so.

2168. Can you suggest some improvement in that respect as bearing upon the general condition of middle class education, having for its object to supply a man both with the training which science might give him and with a considerable portion of the auxiliary science before he enters on his profession ? Do you think that desirable ?—I think it would be right that in every school such as candidates for the medical profession resort to there should be taught chemistry, natural philosophy, and either general natural history, or at least some branch of natural history.

2169. Would it not be very difficult in the existing state of the medical profession, on account of the existing interests, to do away with those lectureships in hospitals ?—No.

2170. You think that might be done ?—Easily.

2171. I will put this general question, which do you think the most important for a country surgeon or general practitioner, bearing in mind his small income, and bearing in mind also his constant contact with under-educated men, such as a board of guardians, bearing those facts in mind, which do you think most important for him, to have had a liberal and useful education, or to acquire practical expertness and habits of observation ?—A liberal and useful education, if under the term "useful" I may include an education in science.

2172. If you were to hear it said in the present day that medical men are much too refined in their education, much too literary, much too delicate and unfit for the rough usage which they are likely to meet with in life, and that therefore it is desirable to make more of the early habits, and make a young man commence the use of his fingers in the details and disagreeable details of surgical work at 15 ; should you agree with that opinion ?—No.

2173. At what age do you think it desirable that a young man should come in contact with the practical details of his profession, bearing in mind that I am now speaking of country surgeons, not of pure surgeons in large towns, but of the ordinary middle class practitioner. At what age do you think he ought to begin first the scientific knowledge necessary for subsequent use, and, secondly, the practical details of his profession ?—I think it would be right that as a rule students should be trained in general education, including scientific education, up to 17 or 18, and that then they should proceed in some manner or other to the study of their profession. I speak, of course, of the general class of students. For some it is advisable that their general education should be continued to 21 or 22.

2174. I am not speaking of gentlemen in your own career, the hospital surgeon, but I am speaking of the general practitioner. You

J. Paget, Esq., F.R.C.S., F.R.S.

29th Mar. 1865.

would wish him by 18 to have completed his general education, and to have included in that a considerable amount of positive scientific information?—Yes.

2175. Do you think that by that time it would be possible for him to acquire all the scientific information of a general kind which would be necessary for him to enter on the practical part of his work?—Yes.

2176. Do you think with reference to the general education of the class of persons from which medical students of the ordinary kind (still adhering to the same class) are derived, is it better that that superintendence and the examination of candidates should be conducted by a professional board of persons in practice, or by an independent educational board?—By an independent educational board.

2177. (*Lord Taunton.*) Are there any further views besides those with which you have had the kindness to favour the Commission which you would wish to state to us?—The main point as to which I felt interested in offering evidence to the Commission is the deficiency in scientific education of those who come to study medicine, and the necessity of some scientific knowledge for them all. The necessity is complied with by teaching them as far as possible in the medical schools, but this teaching is carried out so imperfectly that they really have to proceed to the study of medicine as the sole and single pursuit of their lives.

2178. You are of opinion that that scientific knowledge might with advantage be given in schools generally, both to those who were destined afterwards for the medical profession and those who were not?—Yes.

2179. (*Lord Lyttelton.*) Without prejudice to their other branches of instruction?—I imagine it might put out some of the things that they now have to learn, but I think it might take their place with great advantage.

2180. What things do I understand you would altogether exclude? Chiefly, I think, that the quantity of Greek which is learnt by the greater number of medical students is so small that it is nearly useless, and that if the time which is spent upon Greek could be spent on chemistry, natural philosophy, botany, or any branch of natural history, it would be greatly to their advantage.

2181. But you do not think of excluding any of the ordinary branches of an English education?—Unless Greek is one.

2182. I mean English as distinguished from classics?—No.

2183. You would retain Latin?—Yes.

2184. (*Lord Taunton.*) Still I think you are of opinion that there would be something wanting in the character of a great physician if he was not also a good scholar?—I think any special training of great physicians must be for those comparatively few who proceed to the study of medicine after a very prolonged previous education.

2185. (*Mr. Acland.*) You have stated generally, I think, that natural philosophy and chemistry should be taught; would you object to state, so far as you can off-hand, what your idea of the best *curriculum* of scientific training would be, bearing in mind this fact, that it is difficult for schoolmasters who are poorly paid to incur any great expense, either in providing teachers or apparatus, and enumerating all the sciences which you think desirable and possible to be taught in schools?—I think I might express it by saying that I believe the matriculation examination at the London University is as good as could be designed for medical students, except in the point that it assigns much greater weight for classical knowledge than it does for

scientific knowledge, and that it does not include examination in any branch of natural history. *J. Paget, Esq., F.R.C.S., F.R.S.*

2186. I was confining my question purely to the natural sciences; will you name the physical sciences which you would think it desirable and practicable to teach in schools. I want to ask you simply to name in detail those sciences which you think it desirable to be taught in school to the class of persons we are speaking of, and then perhaps you would also state whether you think it desirable for them to learn all, or only to give them a liberty of selection?—I think they should all be instructed in natural philosophy. 29th Mar. 1865.

2187. Will you define that?—Mechanics, hydrostatics, and optics; and chemistry should be added, especially inorganic chemistry. I do not think it would be possible to teach organic chemistry in general schools.

2188. Including practical chemistry?—Yes, so far as it could be taught. I do not think it important that they should be all made practical chemists. But all should be taught either a single branch of natural history, such as botany, or the general subject of natural history.

2189. Not physiology?—Yes; I think its elements should be generally taught, though they would be least important to those who would study physiology later in a medical school.

2190. (*Dr. Storrar.*) In the University of London a man proceeding to a degree in medicine, after having passed the matriculation examination, is required to pass a preliminary examination in science; that examination embraces mechanical philosophy, natural philosophy, inorganic chemistry, botany, vegetable physiology, zoology, and comparative anatomy. You would be very glad to find men going into general practice, who are not calculating upon getting into the higher walks of the profession, take some kind of course like this preliminary course, although not perhaps to the same extent?—Yes; I think what is called the preliminary science examination at the University is higher than most students of medicine could be expected to attain; but I have always felt, in the senate, that it would be desirable if more preliminary scientific examination were included in the matriculation examination.

2191. (*Mr. Acland.*) And made compulsory?—And made compulsory for matriculation.

2192. (*Dr. Storrar.*) The bearing of that would not be upon medical graduation, it would rather be upon general education?—Yes.

2193. (*Lord Lyttelton.*) I understand you to attach value with reference to the medical profession to the teaching of the elements of mathematics in the school period?—Yes.

2194. Both geometry and other mathematics?—Yes.

The witness withdrew.

Augustus Voelcker, Esq., called in and examined. *A. Voelcker, Esq.*

2195. (*Lord Taunton.*) I believe you are professor of chemistry to the Royal Agricultural Society?—Yes.

2196. You were lately professor of chemistry at Cirencester?—I was for 14 years Professor of agricultural chemistry at the Agricultural College there.

2197. You have been connected with instruction in chemistry in different institutions at home and abroad, have you not?—Yes, I have. Before I was appointed to the Professorship at Cirencester I was first assistant to the late Professor Johnston, and before that I was connected with Professor Mulder, Professor of chemistry at the university of

A. Voelcker, Esq.

29th Mar. 1865.

Utrecht, and I lectured for him. I have seen a good deal of the students there, but not with reference to agricultural chemistry.

2198. Of late your attention has been very much directed to chemistry as connected with agriculture, I believe?—I may say ever since I have been in England. That is more than 18 years.

2199. Your position has thrown you very much into communication with the farmers of this country, and has enabled you to form an opinion as to the quality of the education which their children receive at the schools which they now frequent?—Certainly. My experience is that the general education of the farmers, as well as of their children, is wofully neglected in this country; that the farm labourers' children, who are educated in the national schools, as a rule are much better educated than the sons of the tenant farmers; and that all who devote themselves in any way to agriculture, as a class, are deficient in their education, no matter whether they are the tenant farmers' sons or the grade above.

2200. (*Lord Stanley.*) May I ask in what part of England your experience has been obtained?—My experience extends, I may say, over most of the counties in England from correspondence, but more especially with Gloucestershire, inasmuch as at Cirencester we had pupils from all parts of the country, and inasmuch as in my professional engagements in connection with the Royal Agricultural Society of England, I am frequently obliged to visit different parts of the country, and am thrown much in contact with farmers in every part of England.

2201. (*Lord Taunton.*) In that way you have had means of forming an opinion of the education of the children of the tenant farmers, both those holding large and those holding small farms?—Yes, I have.

2202. What is the nature of the schools where they receive their education?—They are generally private schools, miserably managed.

2203. Do you think that the tenant farmer class generally are aware of the inadequacy of the education which their children receive?—As a body, certainly.

2204. They are aware of it?—I think they are, and they would be very anxious to send their sons to better schools if they knew where to find them.

2205. (*Lord Lyttelton.*) Are they led to that by being aware of the deficiency of their own education?—Well, they do not confess it, but they are very anxious, I know, to give their sons a better education than they themselves had.

2206. (*Lord Taunton.*) Do you think that it is the want of good schools that causes this inadequate education of the children of this class; or do you think it is that they are unwilling to pay the money that would be required to secure a better education than that which they now receive?—I think it is the want of good schools. I think they would be willing to pay for a good education.

2207. (*Lord Lyttelton.*) And that they would be able to pay for a better education?—A good many of them would be able to pay for a good education quite as much as they now give for a bad education.

2208. Would they be willing to pay more than they now do for a better education?—As far as they are able to do it. The smaller farmers perhaps would not be able to spend more than 25*l.* or 30*l.* a year.

2209. (*Lord Taunton.*) What should you say was the sum which a farmer renting a good sized farm, say at from 300*l.* to 600*l.* a year, would generally be able to afford to pay for the education of his son?

—I think as a rule he would not grudge 35*l.*, or even 40*l.* for a really good school. He would make an effort to give as much as that.

2210. (*Lord Lyttelton.*) Are you thinking of a boarding school or a day school ?—A boarding school.

2211. (*Lord Taunton.*) If that is so, if there is a large class of persons ready to pay a sufficient sum for a good school, how does it happen that those schools do not spring up to meet that demand ?—The farmers as a class are very slow. They do not stir in the matter. Unless you have somebody to set them going nothing is done.

2212. Can you suggest any means that could be adopted to stimulate this demand for better education on the part of this class and to provide better schools for them ?—I think if there were really efficient county schools established they would very soon become self-supporting. Perhaps they would not be so at first, but in a very short time they would become self-supporting.

2213. Are you acquainted with any of the efforts that have been made in that direction of late years ?—Yes.

2214. Will you have the kindness to specify any that have attracted your attention ?—There is the Suffolk county school.

2215. What is the nature of that school ?—It is not quite opened yet ; it will be soon. All the arrangements are made. They intend to give a good sound English education to the tenant farmers' sons, and, so far as I can learn, to add to that also scientific instruction ; at least to the upper classes. In a conversation I had with the master, Mr. Dayman, I strongly urged upon him the necessity for supplying scientific instruction for the upper classes ; for I believe if you give a boy a good primary education he will not be satisfied with what he knows, but he will crave for some further knowledge ; and you might then with propriety give him further instruction in branches of natural science that have a more immediate bearing upon agriculture.

2216. What is the proposed average expense of board and education at this Suffolk school ?—I believe it is 35*l.*

2217. Are you acquainted with any other schools made to meet the wants of tenant farmers ?—The school in Devonshire, at West Buckland.

2218. Have you seen that school ?—I have not visited it ; I know it from descriptions, I have heard of it ; and from what little conversation I had with Mr. Brereton, but I have not visited it.

2219. I believe the expense of board and lodging at that school is about 25*l.* a year ?—I believe so.

2220. Does that appear to you to be founded on sound principles, and to be one likely to be of use to the tenant farmers in that neighbourhood ?—I believe it will be of very great use indeed, and on sound principles, that it will be well supported and is likely to become in a very short time self-supporting.

2221. Have you had any opportunity of seeing the schools in Sussex which have lately attracted public attention ?—No, I have not. I am acquainted with some private agricultural schools. There is the Hampshire Institution, of which Mr. Edmunds is the headmaster at Queenwood. For some years the school existed professedly as an agricultural school, but it has, if I am not mistaken, for five or six years dropped all pretensions to the teaching of agriculture and it has become a general scientific school, professing to give more especially scientific instruction to the middle classes.

2222. Should you prefer a system of county schools and public schools such as you have described, as a means of educating tenant

A. Voelcker, Esq.

29th Mar. 1865.

farmers, to a system of private schools ?—Most decidedly, to even the best.

2223. You alluded just now to the study of physical science in the Suffolk school; are you of opinion that it would be desirable to promote the study of chemistry, for instance, in these schools for the education of tenant farmers' sons ?—No, I would not, because as an educational element the teaching of chemistry is certainly not adapted for younger boys. For lads that have received a good general education and been grounded in the rudiments of mathematics and natural philosophy, as based upon mathematics, the study of chemistry may be usefully followed; but if you begin with teaching them chemistry in schools you spoil them for the proper study, the useful study, I may say, of chemistry in after life.

2224. (*Lord Lyttelton.*) Do you apply that to agricultural chemistry as well ? — Certainly; because you could not teach agricultural chemistry without giving them a good knowledge of the principles of chemistry, no matter what tis application afterwards.

2225. (*Lord Taunton.*) In schools that are mainly destined for the education of future farmers would you give them any special instruction with reference to their proposed profession, or would you prefer to give them a good and sound general education, leaving them to acquire the knowledge which would be necessary for them as farmers afterwards; or would you endeavour to blend the two, and to give them special instruction, bearing upon agriculture, in these preparatory schools ?—I would give them, most decidedly, a general education, not a special instruction; at any rate not to boys that have not reached the age of 16 or 17.

2226. Would you combine an experimental farm ? Do you think that could be done with advantage, or do you think it should be left alone ?—It would certainly be better left alone. It would entail expense on the institution and do no good to the boys.

2227. (*Lord Stanley.*) On what ground do you say it would do no good ? Do you mean it would be absolutely useless or merely that the advantage would not be proportionate to the expense ?—I go as far as to say that it would be absolutely useless.

2228. As a means of teaching ?—As a means of teaching. As a play-ground it would no doubt be an agreeable feature of the school to have a little farm attached to it. Parents would like it, the boys would like it; but as a means of instruction it would be mere play.

2229. You do not think that practical farming could be learnt at all in that way ?—Most decidedly not. I have seen a great deal of the attempts of giving instruction in practical farming.

2230. (*Lord Taunton.*) There has been a great deal of controversy about this lately has there not ?—There has been a great deal of controversy and much of it has been carried on by people who have made up their minds beforehand.

2231. (*Lord Stanley.*) You think that farming, like every other business, can only be learnt by real, earnest practice of it, not by practice in a model farm ?—Most decidedly.

2232. Would you explain a little the reasons that lead you to that conclusion ?—If you have not the means of actually taking part in the operation, and if something is not committed to you for which you are responsible, you will never do it well. It is impossible for 60 or 80 lads all to take part in farming operations; to make them responsible for the work which is to be carried on in farms. That is one great reason why you cannot teach it. Then another reason is that the various systems differ so much in different parts of the country, that

anything like giving instruction, in a general way, may fit a man to speak generally on farming but it does not fit him to grow renumerative crops in special cases. A man must begin to learn farming when he has a farm of his own.

2233. (*Mr. Acland.*) Is it not the fact that in framing the system of a model farm you are obliged to sacrifice the simple consideration of what would pay best in the market to the purposes of instruction? —Certainly.

2234. And that to that extent you present to the boy a model which is not really a model of business?—Yes; you frequently present to him what is not good practice.

2235. Is it not the fact that, at Cirencester College, you attempted to keep two or three kinds of stock as samples, not because they were what would pay best, but because you wanted to show them to the boys?—Exactly so. We kept at one time animals on boards because it was then the fashion to keep animals without straw; but we had such an excess of straw on the Cotswold Hills, which is a good grain growing country, that we did not know what to do with it. We were blamed for not having a covered manure-pit, merely to flatter the notions about covered dung-pits, which are very good in counties where you have a great excess of rain, as some of the western counties, and where you have a great deficiency of straw. There I would most decidedly recommend covered dung-pits, but in a place like Circencester, where we have an abundance of straw, it is out of place to go to the expense of making a cover for the manure-pit. It can be shown that there it is bad in principle, whatever the practice may be elsewhere. So on all model farms you are almost compelled to show things which are interesting, or which excite the attention of men for the time, but which are certainly not commendable in a particular locality.

2236. (*Lord Stanley.*) You would probably carry that principle into other operations besides that of farming? You would think the best general preparation for business is not the special training in that business which the lad is afterwards to follow?—Certainly. I know that in Germany the schools that profess to give special education do not produce pupils that are particularly eminent in the particular pursuit for which they have been specially trained. I allude to the large school of commerce for the higher class of merchants at Leipsig. The pupils that are trained there are not particularly eminent as merchants. Then we have our Polytechnic schools; they do not turn out the great engineers, or the great men who have chosen other branches of pursuit.

2237. It comes to this, that engineers should be trained in the workshop, and farmers trained on farms, but what you want to teach at school is the general capacity of turning your hand to anything?—That is it.

2238. You have told us what you think might not be taught to farmers' sons; could you give us any idea of what you consider is the best general training?—For farmers' sons I would consider what is usually understood by a good plain English education, as the basis of every kind of education whatever it may be that may be entered into afterwards. Then, for boys who have reached the age of 16, some scientific instruction, I think, might be given with good advantage.

2239. (*Lord Lyttelton.*) What sort of scientific instruction?—The principles of botany and mineralogy. I would teach more especially what are called the descriptive branches of science; teaching the boys especially to use their powers of observation.

2240. You mean the science of observation as distinguished from the

A. Voelcker, Esq.

29th Mar. 1865.

science of experiment?—Yes; I believe that in the schools which give a good general education, there would soon be a necessity felt for such instruction.

2241. Would you include mechanics?—Mechanics, certainly.

2242. (*Mr. Acland.*) What else of that kind?—Mechanics, botany, hydrostatics. In the higher classes I would teach chemistry.

2243. (*Lord Lyttelton.*) Do I understand that you would conceive that a young man who is intended to be a farmer had better learn none of the special work of his future profession until he begins actually to exercise it under the pressure of responsibility and self-interest?—Not exactly. If he has had a good school education he may, between the ages of 17 and 19, employ himself most usefully in the study of natural sciences.

2244. How long do you think a boy of that sort can remain at his elementary school; till he is 15 or 16?—Till he is 15 or 16, and after that the more intelligent lads I think would remain another year, or perhaps 18 months, or even two years if they had the means of acquiring scientific knowledge bearing more especially upon agriculture.

2245. At the age of 17 or thereabout, and from that age for a few years, is not that the proper time for them to go and study at a college like Cirencester?—Certainly.

2246. Do I understand that you consider Cirencester, as far as it attempted to teach practical farming, was a failure?—Most decidedly.

2247. You mean because they went beyond the teaching of physical science; they attempted to bring it into practice?—Yes; they attempted to teach practical agriculture.

2248. And you think that it is idle to attempt to teach practical agriculture until they are in that occupation for life?—Yes.

2249. (*Mr. Acland.*) You would not, in saying that, exclude the learning the practice of farming under experienced agriculturists?—Certainly not; I merely mean it is impossible to teach practical agriculture to a body of men kept under one roof, or in a college.

2250. (*Lord Stanley.*) The difference would be that in the one case he would be learning under a real farmer and in the other case he would be playing at farming?—Yes.

2251. (*Lord Lyttelton.*) With regard to the deficiencies you have observed in their education, generally speaking, what branches of instruction do you think are taught or attempted to be taught to the children of the farmers in the schools which they now attend?—They profess to teach something of everything, if you look at their prospectuses. It is left to chance.

2252. In what respects particularly do you consider that their education is deficient?—In everything. There is no system in their teaching. It would not so much matter what they teach if they did it in a systematic way; but there is no system. It is left entirely to the individual chances of how the man feels on the day on which he gives the instruction what he will teach or how he will teach it.

2253. Do the children of farmers generally attend schools especially meant for them, or do they mix with the children of tradesmen and of the middle class?—No; they do not visit any schools especially for them. They are generally thrown together with the children of small tradespeople. It depends on where they come from.

2254. The fault is in the teachers of these schools, is it?—Certainly.

2255. (*Mr. Acland.*) Is it not the fact that these teachers' faults are in a great measure traceable to the ignorance of the parents and their endeavour to meet the prejudices of the parents?—The parents have no opportunity of ascertaining what is a good school.

2256. Is it not the fact that the fault of the teaching in these ordinary grammar schools is very much owing to the fact that the parents will require what they think useful instead of acquiescing in a good system ?—They like to see something on paper, no matter what it is.

2257. (*Lord Lyttelton.*) Do you believe that any attention, or much attention, is paid to the moral discipline of these schools ?—That depends entirely upon the individual, but as a rule I cannot say that the farmers, as a body, much inquire into the moral discipline of their children. There are of course many honourable exceptions, but as a rule it is quite a secondary question which a farmer asks when he sends his boy to a school. I am speaking of farmers of course as a class.

2258. Do they generally profess to give religious teaching, do you know ?—Some schools do, but not all.

2259. What you would recommend is a good English education to begin with in the elementary schools ?—What I should like to see is a good plain English education given in county schools, with a higher department on the plan of Cirencester.

2260. (*Mr. Acland.*) Not including the model farm ?—*Minus* the model farm.

2261. (*Lord Lyttelton.*) Would you include the teaching of the elements of Latin generally in these schools ?—Certainly.

2262. On what account particularly do you attach importance to that ? Is it as a mental training or as the knowledge of a language ? —For acquiring a knowledge of their own (the English) language, and also as a means of mental training.

2263. (*Dean of Chichester.*) Are you acquainted with the yeomanry school at York ?—No, I am not.

2264. Nor with the system adopted there ?—No, not much, except from what I have read about it, and that is not much.

2265. It is an agricultural school grafted upon an old grammar school ?—So I am told. I believe that is a school which Mr. Thompson is connected with. Mr. Thompson took a special interest in that school, and would be able to give more special information.

2266. (*Lord Taunton.*) You have stated that you think a system of country schools throughout the country would be a very useful means of providing education for tenant farmers' sons ; are you not of opinion that if anything could be done to make the endowed grammar schools more available than they now are for that class, they would be a very useful means of affording education to farmers' sons ?—Yes ; if they would be made more generally available.

2267. (*Mr. Acland.*) Can you tell us why the Queenwood school dropped agricultural teaching ?—For one thing, they found farming too expensive ; then another reason was, that they were obliged to enlarge the circle from which they supplied themselves with pupils.

2268. Was there not a school of Mr. Nisbet's, once ?—Yes.

2269. Do you know anything about that ?—In Mr. Nisbet's school agriculture was professed to be taught, but that was not very successful.

2270. When you were with Professor Johnston what was the nature of your teaching ?—I taught agricultural chemistry.

2271. At Edinburgh ?—Yes ; I did not lecture then.

2272. What was the instruction there ?—It was merely a laboratory instruction, practical instruction in chemistry.

2273. Will you tell us a little more fully why the teaching of chemistry is not in your opinion a good instrument of general education (I think you have some experience on the subject from Germany); and will you in giving your answer distinguish between the teaching

A. Voelcker, Esq.

29th Mar. 1865.

of the laws of chemistry and the practical chemistry in the laboratory ?—The laws of chemistry, perhaps, might be used as a means of education, but there are other laws which are more mathematically definable, and which, as educational means, are better adapted for the instruction given in schools than chemistry, which is, comparatively speaking, a new science, even inorganic chemistry, in which the laws of inert matter more prevail. There are many disputed points upon which some of our great chemical authorities are by no means agreed. That militates against the use of chemistry as a means of training the young mind, which wants something positive, which does not want to be constantly kept in a wavering condition, which finally leads him to think that nothing at all is settled, and that all is a matter of uncertainty. Then we come to the practical teaching. Chemical operations cannot be understood except you illustrate them by experiment. You cannot get boys to perform experiments in a sufficiently accurate manner to do them any good, because the very performance implies a training which you want to give to the boys, but which they have not. In performing chemical experiments much depends upon the accuracy with which matters of detail are observed ; those are things which a boy cannot see except he has had a systematic teaching, which, in mathematics, tells him that all his calculations will be wrong if he places a point before instead of after a number. Therefore, as an educational means, practical teaching in chemistry is impracticable, and you spoil a boy because you give him a taste for what strikes the more palpable parts of his nature, his outward sense, and unfits him to grapple with the real difficulties which a more instructed experimenter has to grapple with. They look constantly for fine experiments, for brilliant fires, and other experiments which are striking, and after all perhaps not very instructive.

2274. There is one part of the education of a farmer which you have not said anything about, and which, if I am not mistaken, is one of the greatest difficulties, namely, that a farmer to succeed in business must early in life be trained to the habit of feeding animals, attending to their diseases, and to the care of live stock generally. It is said that unless that is acquired early in life it is never well acquired. Can you suggest how to combine that with, or how to work that into a good system of education for farmers. In the first place I would ask, do you acknowledge that to be true as an important element in the boys' education ?—Not to the full extent to which it is put forward by some.

2275. You think the importance of that early training is over estimated ?—I think it is.

2276. You think it might be equally well acquired after a liberal education, at the age of 17 ?—If a lad has a natural eye for these matters ; if he has not, he never will obtain them whether he begins early or late.

2277. You think he would in his holidays at home, with his father, have picked up enough in his boyhood, to benefit him ? He would have acquired sufficient of those habits early in life to enable him to carry on his education uninterruptedly from 10 to 17 without injury ?—Certainly.

2278. Have you had experience of a great many different kinds of persons preparing for agriculture, at Cirencester college ?—Yes.

2279. Would you describe the different classes of pupils that you have had, as to their former life ?—We had pupils from almost every class of society.

2280. Were any large proportion of them sons of farmers ?—There is a small proportion who are sons of farmers. A considerable pro-

portion, I may say most of the pupils we get at Cirencester, are the sons of country gentlemen, clergymen, professional men in towns, who have boys that take a fancy to farming, or fancy that they have a taste for farming.

2281. (*Lord Lyttelton.*) But did the great majority of them intend to be actual practical farmers ?—I believe that most of them that came to Cirencester had an idea of becoming farmers.

2282. Did they mean to be land agents very often ?—Land agents, or in some way connected with farming. There were a good many land agents' sons, but of tenant farmers' sons there were very few.

2283. (*Mr. Acland.*) Did you find great difficulty in teaching in your own subjects to the young men you had there ?—The great difficulty I found was the general want of a good general education. Most of the men that came to Cirencester, no matter to what class of society they belonged, were not in a fit condition to profit by the instruction given there.

2284. (*Lord Lyttelton.*) Their mental faculties had not been developed ?—No.

2285. (*Mr. Acland.*) Did you not make some attempts at Cirencester college one time to supply the means of doing that by founding a school ?—Yes.

2286. What was the result of that attempt ?—It was a failure.

2287. Why ?—Because there was no adequate provision made for the proper instruction of the boys.

2288. (*Lord Lyttelton.*) Did the college itself confine itself to agricultural subjects ?—Yes ; to the sciences bearing upon agriculture. There was no proper provision made in the school for the instruction of the boys. They were left very much to do what they liked.

2289. (*Rev. A. W. Thorold.*) You are aware, perhaps, that in some cases (I refer now to the north of Lancashire), the sons of small farmers are educated at the national schools with the sons of the labourers ?—Yes.

2290. Is that the case in your experience with any other counties ?—No ; certainly not in Gloucestershire. They have an objection to that.

2291. You are not aware of any other instance ?—No, I am not.

2292. Are you of opinion that that plan might be usefully developed in villages and remote places generally, by having in the village school a lower school which should, in every instance, be attended by all the pupils, and an upper school where higher subjects should be taught to those who wished to attend it on the payment of higher fees ?—I believe it would be to the mutual advantage of the labourers' and tenant farmers' children.

2293. Do you think the education of a farmer's daughter ought to be materially different from that of a farmer's son ?—That I hardly know.

2294. Have you ever considered the practicability of mixed schools of boys and girls for farmers' children, as is often done with great advantage in national schools ?—For quite young children ?

2295. Yes, say up to 10 years old ?—I have no experience in mixed schools.

2296. You have not thought about it ?—No.

2297. Up to what age do you think farmers' sons should remain at school ?—To about 15 or 16.

Adjourned.

Tuesday, 4th April 1865.

PRESENT :

LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
DEAN OF CHICHESTER.
REV. FREDK. TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD STANLEY IN THE CHAIR.

W. J. M. Rankine, Esq., C.E., LL.D.

4th April 1865.

WILLIAM JOHN MACQUORN RANKINE, Esq., C.E., LL.D., called in and examined.

2298. (*Lord Stanley.*) I think you are professor of engineering at the University of Glasgow ?—Yes.

2299. Can you tell us in the first place at what ages students come up to that University in general ?—They are various. The ages range from 14 to 18 or 25, and in exceptional cases sometimes more.—(*See Table at end of Examination*, No. 1.)

2300. They are, however, considerably younger than the students of Oxford or Cambridge?—On an average they are somewhat younger. The difference of age, however, of the average is not so great as is generally supposed.

2301. Have they for the most part previously attended any school beyond a primary school ?—Most of them have attended a school of some such class as a parish school or a borough school, or a school superior to a primary school.

2302. Is there any examination in engineering matters, or do you teach by lectures only ?—We have a series of examinations in engineering science extending over several months.

2303. Can you say what proportion of students attend those lectures?—The number of students who attend the civil engineering class is in general small. I never have had more than 20 students studying that branch of science.

2304. It is, I suppose, an exclusively practical training for those who are to enter a particular profession ?—It is a training relating to the practical applications of certain branches of science.

2305. You, I suppose, have considerable opportunity of judging of the amount and quality of previous instruction which these students have received ?—Yes.

2306. Taking the average—taking those who are neither better nor worse prepared than the average—what subjects should you say they have studied ?—I speak of course only regarding the subjects it is my own duty to enquire into. Of course I can say nothing with respect to languages whether modern or ancient, but I find that they have studied arithmetic, and that in general they have some knowledge both of geometry and of elementary algebra.

2307. Have you had any opportunity of comparing in the same class the proficiency in those subjects of the English and Scotch students of the same age ?—I have, to a certain extent.

2308. Can you give us your impressions upon that point?—I find them very much on a par.

2309. Do you consider that as far as their knowledge goes, speaking generally, it is accurate—that what has been taught has been well taught?—On the whole I find it so.

2310. You do not find that there has been a good deal of superficial instruction which is worthless, or all but worthless, which has to be got rid of, and the subject learnt over again?—I have met with very little of that of late; but I may explain that partly from my own experience when I first was appointed to this chair, and partly from what I have heard from my predecessor, students in former times came imperfectly instructed, or possessing sometimes a good deal of superficial knowledge, but not well grounded. That evil has very much diminished, and of late years has almost disappeared.

2311. Then in that way you can speak to a considerable improvement in the middle class schools of Scotland, judging them by the samples which they send up to you?—From the samples they send up to me I form a very good opinion of them; but I may state that it is of course impossible for me to know how far the students that come to me are to be considered as average specimens. Probably they are, as it were, selected. They are probably superior to the average. I say that, because naturally a young man will not be sent to study for a scientific profession unless he shows some qualification for it.

2312. You have, I suppose, had no opportunity of testing the merits of English schools?—I have to a certain extent. I have had students from England at various times; in fact almost every session I have a few students from England.

2313. (*Lord Lyttelton.*) In what proportion are the English students generally?—I can scarcely answer that question precisely without referring to lists of students for some years back.

2314. It is rather a small fraction?—It is but a fraction, no doubt. I can furnish statements and statistics of any kind that may be required.

2315. (*Dr. Storrar.*) Are those students who come to you from England for the most part from the north of England, or are they distributed over England?—They are very generally distributed. I may add, that some of the students are from foreign countries.—(*See Table at the end of Examination*, No. 2.)

2316. (*Lord Stanley.*) You have no special means of knowing what training these boys have received beyond elementary training and that special training which relates to the subjects upon which you lecture?—Just so. I make each student furnish me with a statement in writing of the extent to which he has studied arithmetic, mathematics, and mechanical and physical science. I have his statement in writing, and I can judge how far that is accurate by his answers upon examination; but then that of course refers only to branches of knowledge that have a direct bearing on the subject that I teach.

2317. Have you formed any opinions, and if so will you kindly give us the benefit of it, on the question of how far physical science is a useful means of education to those who are not about to cultivate it for a practical purpose?—My opinion is very strongly in favour of the study of physical science as a general means of training the mind.

2318. Will you carry that a little further and tell us what branch of physical science you refer to, because the expression first used by me is a very vague one?—I do not refer to any branch in particular; I refer to physical science generally.

2319. (*Lord Lyttelton.*) Would you not distinguish between obser-

W. J. M. Rankine, Esq., C.E., LL.D.

4th April 1865.

vation and experiment?—I mean to include observation, experiment, and the sort of reasoning that is founded upon them.

2320. (*Lord Stanley.*) You assume, I suppose, a certain amount of mathematics, as a necessary basis?—Of course.

2321. How high would you think that that mathematical training ought to be carried as a general rule?—I am afraid I cannot answer that question, unless with a view to mathematical training for a special purpose.

2322. I exclude the case of those students who are about to practise a profession for which mathematical knowledge is required; I speak only of those who are going into various occupations, and to whom mathematical knowledge will only be useful as a means of mental culture?—That being the bearing of the question, I should say that if my answer is to apply to all students whatsoever, then a very moderate amount of mathematical knowledge is all that should be required. It is only in the case of a student who shows a special aptitude for mathematics that I think it ought to be pursued to the higher branches.

2323. That leads me to another question. Have you or have you not in the course of your experience found many boys of fair ordinary ability but who were incapable or all but incapable of following mathematical demonstrations?—I think there are many boys of fair ordinary ability, and indeed of great ability for certain purposes, who are not capable of following the abstruser branches of mathematics—not capable of learning more than the elementary parts; that is to say, without a degree of mental exertion that would perhaps be thrown away, and would not produce a permanent benefit.

2324. When you speak of elementary mathematics, do you include algebra?—When I speak of elementary mathematics, I only mean to include algebra about as far as the solution of quadratic equations.

2325. (*Mr. Forster.*) And Euclid?—With respect to geometry I should include, say, the first six books of Euclid. I should like to explain as regards those two departments of mathematics, geometry and algebra, that as a training for the mind of the great mass of students in general, I think geometry is the better of the two:—that as algebra is mainly a sort of thought-saving machine in mathematical operations, it is less to be considered as a branch of general training than as an instrument for professed mathematicians.

2326. (*Lord Stanley.*) One is more effective in its result, and the other a better means of mental discipline?—So far as the elements are concerned, geometry is more of the nature of training for the mind, and algebra is more of the nature of a thought-saving machine.

2327. (*Lord Lyttelton.*) Are the English students who come to you generally from the same class of society as the Scotch students so far as you know?—Pretty much the same.

2328. Do they come to you at about the same age—14 to 18?—Yes. When I said from 14 to 18, I meant that to apply to the students of Glasgow University in general. There are students who come to the classes of logic, and of the ancient languages, Greek and Latin, at a very early age; but no student comes to me at so early an age as 14. I have never had any, I may almost say, younger than 17. It is possible I may have had one at 16 upon an occasion; but I think for a boy to come to me at an earlier age than 17 or 18 is very rare.

2329. Are they mostly from what may be called the middle class of society?—Yes.

2330. (*Sir Stafford Northcote.*) Do any considerable number of those who have been at Glasgow go to the English Universities after-

wards?—Yes, a good many; speaking of Glasgow students generally—not of my own department alone.

2331. They go chiefly to Cambridge, do they not?—They go both to Cambridge and to Oxford. I may explain that there is a special reason for their going to Oxford—that there are certain exhibitions to Balliol College, Oxford, that are in the gift of the University of Glasgow.

2332. Of those who go to Cambridge, is it not the case that a considerable number distinguish themselves very much in mathematics—in the mathematical tripos?—To the best of my recollection that is so.

2333. (*Dr. Temple.*) Do you examine the students that come to you before you admit them to your classes?—No; we do not begin to examine them until they have been about a month in attendance.

2334. You do not therefore require some preliminary knowledge as a condition of entering the class?—There is no form to be gone through to establish the fact of that preliminary knowledge; but practically there is a standard of preliminary knowledge that must be come up to. There is no absolute rule with regard to that preliminary knowledge; but the practical result of the inquiries that we make as to previous knowledge has been, I may say, to deter students from coming who do not possess it up to a certain standard.

2335. (*Mr. Acland.*) Do you give instruction to mechanical engineers as well as to civil engineers?—Yes, we do; we instruct them both.

2336. Bearing that in mind, will you give us your opinion as to the best course of early education for the boy who is intended to be an engineer in either department?—The course of early education, I should say, would be much the same for both. The special subjects that he requires are chiefly arithmetic and mathematics.

2337. The drift of my question was not so much to draw a distinction between the two as to learn what is your opinion as to the proper way of giving general education to a young man who is to be an engineer—whether you think he ought to have any special training; or if not, would you mind giving us your opinion as to the best course of general training?—In the first place I should say he ought to have the same general training with other boys, and any special training he might require would consist chiefly in carrying his mathematical studies rather further.

2338. In the future life of an engineer is there, I will not say, any scope for literary ability, but rather is there a demand for a power of correspondence of a superior kind?—There is a great demand for a power of expressing one's self clearly.

2339. How far do you think it desirable to give any literary cultivation with that end; or would you rely entirely on the result of clear mathematical teaching?—I should consider literary education of great importance; but a boy intended for the engineering profession would not require more of that than those who are intended for other professions.

2340. (*Lord Lyttelton.*) How do they come to you prepared in that respect for that age as to the power of clear expression?—Moderately well.

2341. (*Mr. Acland.*) Would you say broadly that a boy who is intended to be educated for an engineer should be educated as any other gentleman in the middle rank of life?—Yes.

2342. At what age do you think that the future engineer should begin to acquire professional or technical knowledge as distinguished from training; and at what age do you think he should begin to

W. J. M. Rankine, Esq., C.E., LL.D.

4th April 1865.

acquire professional or practical habits?—I find it almost impossible to give a perfectly definite answer to those questions. There are circumstances in individual cases that require you to consider almost every case by itself.

2343. Should you be disposed to say that it is necessary for success as an engineer to acquire any particular habits, or any particular branches of knowledge, before 16 otherwise than as conducive to general mental training?—I should not say that it was absolutely necessary; but with this qualification, that if, without prejudice to his general education, the boy could in any manner be accustomed to assist in subordinate departments of engineering business, it would be for his advantage. As to those subordinate departments, I may specify mechanical and engineering drawing, and the elementary parts of surveying for those who are to be concerned in works requiring surveying.

2344. Do you think that such elementary habits should be acquired under a person who is himself in the active duties of the profession; or do you think they can be usefully given in a school?—That is a question to which one cannot give an absolute answer one way or another. The best way of all is, that they should be partly acquired in a school and partly from a professional person.

2345. You are aware of course that many schoolmasters profess to teach surveying and a great many other practical arts. Does your experience lead you to think that they are successful in what is called the practical part?—The operations of surveying are very simple; and a schoolmaster may teach the principles according to which they are conducted; but there is a certain readiness and aptitude in applying those principles to their actual use that can be acquired in real business only.

2346. Do you think it is at all a common case that the real business can be taught in a school?—You cannot bring real business into a school. There is an essential difference between what is practised in a school as a means of instruction and what is carried on as real business.

2347. (*Mr. Forster.*) Do you think that many of the young men who come to your class have had a special preparation for engineering at the schools?—Many of them have.

2348. Do you find, in the case of those who have had such special preparation, that the masters of the school have known what they were intended for, and have given them a special education in the school, or have they been educated at special schools?—They have not to any great extent been educated at special schools; and the extent to which they have received any special preparation has generally been this, that the master of the school where they have been, has carried their mathematical instruction rather further than the average; and also in some cases that they have studied engineering and mechanical drawing to some extent. With regard to special preparation I may add that a large proportion of my students in every session are actually engaged in business at the time, and are in the offices of civil engineers, or in the workshops of mechanical engineers, and get leave of absence for a certain portion of the day to enable them to attend my class.

2349. Do you consider that those of your pupils who have had this special preparation have a considerable advantage over those who have not?—Those who have had the kind of special preparation that I have described have a certain advantage.

2350. For engineering, as taught in your university, you would recommend that young men should be prepared in a special manner?—I would recommend that they should study mathematics a little further

than those intended for other professions, and also engineering and mechanical drawing. Those are the principal matters.

2351. Have you formed any opinion as to whether that education could be best obtained by the masters of schools to which they went, being informed that they were so intended, or by their being sent to special preparatory schools for engineering ?—I may say that I do not see any particular advantage to be gained by special preparatory schools for engineering.

2352. Did I understand you to say, in an earlier part of the examination that you consider the young men who come under your notice were pretty well grounded ?—Of late years they have been.

2353. Does that remark apply to mathematics ?—It applies to mathematics, including arithmetic.

2354. What knowledge of mathematics have they generally when they come to you ?—Usually arithmetic, the first six books of Euclid, algebra as far as quadratic equations, and, in a good many cases, the elementary parts of plane trigonometry.

2355. Not conic sections, I suppose ?—No, not commonly.

2356. When you speak of their being well prepared of late years, do you apply that to the last two or three years, or to a longer period ? —To the last six or seven years, I may say.

2357. Are they generally grounded in the physical sciences ?—Not generally. What they know of physical science they almost always acquire at our university at the same time.

2358. Then it is the exception that a young man comes with any real knowledge of physical science ?—Yes ; it is exceptional for a young man to come to my class with any considerable knowledge of physical science, unless he happens to have been a student of our university for a year or two previously.

2359. Do you or do you not consider that it would be a considerable advantage to them in obtaining the knowledge which you give them at your lectures, to have previously had an acquaintance with physical science ?—I think it an advantage ; but the way in which that advantage is usually obtained in the class I teach, is simply by the students attending a course of natural philosophy in our university in the preceding session.

2360. Do you think it would be an advantage that the school which contained pupils that are to come to your classes should make physical science a branch of their education ?—I do, provided it could be done without encroaching upon, or in any way sacrificing the ordinary elementary branches of education.

2361. By the ordinary elementary branches, do you mean classics as well as mathematics ?—I do include classics.

2362. (*Lord Lyttelton.*) Latin ?—Yes.

2363. (*Mr. Forster.*) You include Latin, mathematics, and I suppose, French ?—French, by all means.

2364. What I understand you to say is, that if time can be found after having grounded the pupils in classics, mathematics, French, and I suppose, I may add English history ?—Yes.

2365. That then you would add physical science ?—Yes ; that is exactly my meaning : I consider it advantageous ; but I would not sacrifice the elementary parts of a good education for the purpose of bringing it in.

2366. (*Lord Lyttelton.*) Do you include Greek ?—As I should like to see every engineer have the education of a gentleman and a scholar, I should like to see him have a knowledge of Greek also, though I cannot say that it is a necessary preparation for the profession.

W. J. M. Rankine, Esq., C.E., LL.D.

4th April 1865.

2367. (*Mr. Acland.*) If you had your choice, looking at the average quality of students, would you advise that Greek should be given up in order to make sure of physical science?—By no means; I would not give it up altogether for the sake of physical science.

2368. You think that would come afterwards?—Yes.

2369. (*Sir Stafford Northcote.*) But would you give up physical science for the sake of Greek?—No.

2370. Supposing you had to choose between the two, which should you choose?—I do not think I can answer that question. The supposition is too puzzling.

2371. (*Mr. Forster.*) With regard to the class of schools from which your pupils generally come, could you give us any idea of the sum generally charged for education in those schools?—Not at all; I do not know it.

2372. (*Mr. Acland.*) Are you prepared to give us any opinion as to the comparative value, as a means of education for boys who are to be engineers, between Euclid and modern books on geometry?—I should certainly teach them the elements of geometry from Euclid, in preference to any other book that I know of.

2373. (*Sir Stafford Northcote.*) With reference to the improvement which you say has taken place within the last few years, is there any cause to which you can attribute that improvement?—I attribute it mainly to the careful enquiries that have been made by my colleagues and myself of each student, or intending student, as to his previous knowledge. Although we have no entrance examination, yet we address questions to students and to their parents or guardians as to the amount of their previous knowledge, so that in fact we are informed of what is necessary.

2374. And that system has operated beneficially on private education and on the education in elementary schools?—I think it has operated beneficially in this way—it has induced parents and guardians and the students themselves to delay coming to our university until they are well prepared.

2375. Do you believe that that improvement has taken place in all branches of knowledge or in mathematics and arithmetic alone?—I do not know.

2376. (*Lord Lyttelton.*) Do any of the students from English schools come to you with any knowledge of physical science?—I cannot recollect. I cannot answer that question positively from memory. I might be able to do so by referring to documents.

No. 1.

UNIVERSITY OF GLASGOW.

TABLE referred to in the Evidence of PROFESSOR RANKINE.

STATEMENT of AGES of 1st year's Students in Arts, Sessions 1859–60, 1860–61, 1861–62, and 1864–65.

	Age.													
	12	13	14	15	16	17	18	19	20	21	22	23	24	25 & upds
1859–60	—	—	15	41	43	28	25	17	14	19	15	1	11	13
1860–61	1	—	20	48	48	33	28	22	23	14	12	5	9	19
1861–62	1	—	9	35	47	30	22	32	26	16	7	6	8	17
1864–65	—	2	9	27	35	27	36	25	23	19	13	9	5	19
Totals -	2	2	53	151	173	118	111	96	86	68	47	21	33	68

Grand Total 1,029.

Assuming 30 to be the average age of the first year's students of 25 and upwards, the mean age of these 1,029 *first year's students in Arts* is found to be 18·6 years.

W. J. M. Rankine, Esq., C.E., LL.D.

THOMAS M'COIR, Registrar.

Glasgow College, 18th April 1865.

4th April 1865.

NOTE.—As the mean length of attendance of students in Arts is about three years, *the mean age of all students in Arts* may be estimated at about 1·5 year more than that of first year's students, that is to say, 20·1 years.

W. J. M. R.

No. 2.

RETURN referred to in the Evidence of PROFESSOR RANKINE.

UNIVERSITY OF GLASGOW.

Proportionate Number of Students of Engineering Science of different Nationalities.

	Per Cent.
Foreign - - - - - -	7
English - - - - - -	4
Scottish - - - - - -	89
	100

W. J. MACQUORN RANKINE.

Glasgow College, 18th April 1865.

The witness withdrew.

LORD LYTTELTON IN THE CHAIR.

JOHN YOUNG, Esq., called in and examined.

J. Young, Esq.

2377. (*Lord Lyttelton.*) I believe you are a member of the Incorporated Law Society?—I am a member of the Council of the Incorporated Law Society.

2378. How long has that society been incorporated?—About 35 or 40 years probably.

2379. What are the general objects of its incorporation?—The society is incorporated as a representative of that branch of the profession to which I belong, the attornies and solicitors, and with the view of having some body which may represent their interests and watch over matters affecting those interests.

2380. I believe you have taken some measures in the Incorporated Law Society towards the promotion of the education of those intended for the profession of a solicitor, with a view particularly to their success in that profession, but also as to their general education?—Yes.

2381. Will you be good enough to tell us what measures have been effected with these objects, and with what general results?—Prior to the year 1843, I think it was, there was no examination at all for persons desirous of becoming members of our branch of the profession. Every young man was required to be articled for a period of five years to some gentleman practising in the profession, but as to his proficiency at the expiration of that period there was no test, no certificate of any kind required, nothing beyond the simple fact that he had served for five years under articles. In the year 1843, for the first time, an Act of Parliament was passed for amending the laws relating to our branch of the profession, and in that Act provision was made for subjecting all young men desirous of entering our profession to an examination in professional matters alone, prior to admission and

J. Young, Esq.
4th April 1865.

after the termination of their articles. Under the provisions of that Act the Chief Justices of the three Courts of Common Law and the Master of the Rolls were authorized to appoint examiners, who were to examine young men, candidates for admission, as to their capacity and fitness, that examination taking place purely in professional subjects. The Judges, acting in pursuance of the powers given by this Act, appointed the Council of the Incorporated Law Society as the examiners; that is, they every year appointed, I think, 16 or 18 out of the entire Council, consisting of 30, and those 16 or 18 arranged a rota amongst themselves, and the examinations were conducted by four members of the Council, assisted by one of the masters of one of the Superior Courts. The young men were examined in five subjects, the leading subjects into which the law divides itself; Common Law, which was always conducted by a master of one of the Courts; Equity, conducted by a member of the Council; conveyancing, Criminal Law, and bankruptcy. Those were supposed to comprise the main heads of the administration of the law. Then the examiners certified as to the capacity of fitness of the young men subjected to this examination. It was found that an evil was incident to this particular examination, which I suppose has been more or less incident to all examinations, which is so at the Universities, and for which it is very difficult to provide a remedy, viz., that those young men would probably give little attention to the subject of their profession during the first four years and three-quarters of their servitude, and then during the last few months they would try what is very well known by the term "cramming;" that is, cram themselves for the purpose of passing the examination. There was much difficulty in devising a really efficient remedy for what everyone must feel to be a great evil. The only remedy that suggested itself was this, that there should be an intermediate examination, and under an Act of Parliament passed in the year 1860 we obtained power to institute an intermediate examination, taking place about the middle of the period of the term of articles.

2382. About two years and a half?—Yes. I should state that the term of articles was five years for all, excepting graduates of either of the Universities. Any young man who had taken his degree at either University was articled for three years. The intermediate examination was after a year and a half, the half of three years, in the one case, and in the other after two years and a half, the half of five years, and that to a considerable extent has corrected the evil. It operates very beneficially; but these examinations (that is to say, the intermediate examination at the end of a year and a half, or two years and a half, and the final examination at the expiration of the articles,) were purely on professional subjects, and were strictly legal. Many of us were very strongly of opinion that it would be very expedient to have some mode of ascertaining that young men who were intended to be brought up to our profession had received a liberal education. We found that education was spreading and was improving in its character and quality amongst all other classes of the community. It happened to have been brought very forcibly before me in the locality in which I reside, and we were all strongly under the impression that, if possible, before young men were brought up to a profession requiring certain qualifications implying education, there should be something like an educational test applied to them. When the Act of Parliament to which I have referred was framed we desired to introduce clauses making that a pre-requisite to articling; that no person should be articled until he had undergone a preliminary examination in general knowledge.

2383. Articling means the first admission?—The first step. No one could be admitted to practise until he has served five years or three years as the case may be, but we desired that no one should be even articled until he had undergone a preliminary examination in general knowledge. We had considerable difficulty in getting such a measure passed. Various objections were made, some thought it was establishing a kind of monopoly, that it might operate hardly upon particular classes. Sometimes there were very meritorious men who had served as clerks, who had received in the outset of their life a liberal education, but who had become, while clerks, very competent indeed for the discharge of the strictly professional duties, and it was thought that to subject them to an examination in general knowledge would operate very hardly, and various other objections of a similar kind were stated. However we succeeded in obtaining the introduction into that Act of clauses requiring this preliminary examination, and that has been in operation ever since 1860. It is done in this way, the same Judges, the three Chief Justices of the three Common Law Courts, (the Lord Chief Justice of England, the Chief Justice of the Common Pleas, and the Lord Chief Baron of the Exchequer,) and the Master of the Rolls, representing the Courts of Equity, are empowered to appoint examiners who are to examine candidates for articles in general knowledge. They requested that the Council of the Incorporated Law Society would frame and suggest to them a scheme for giving effect to the provisions of the Act. We did so. They were good enough to accept our suggestions, and those suggestions were embodied in an order, a printed copy of which I have with me, and which I will hand in; I will also, if the Commission approve of it, hand in copies of the two Acts of Parliament to which I have referred, containing the statutory powers under which these examinations take place. [*The witness handed in the same.*] The special examiners are appointed in the same way by the same authorities. Our view was this, that in introducing an entirely new system it would be unwise to make it too severe at starting. Our object was rather to ascertain this, whether young lads who were about to be articled had received a fairly liberal education, whether they were possessed of at least the elements of what is customarily called a liberal education, so that they were fairly on a par with other young men coming from the same class of life and were not really ignorant raw boys who knew nothing at all, and who were not fit to be members of what we venture to think is a liberal profession; the duties of which everybody must feel are of an exceedingly important kind. We did not wish to make the test too severe at starting, feeling that it might be improved and rendered more and more stringent as experience showed its operation. The course we suggested was this—"That the examination "should be held at such times and places as are herein-after mentioned, "and shall be on the following subjects, viz.:

"i. Reading aloud a passage from some English author.
ii. Writing from dictation.
iii. English grammar.
iv. Writing a short English composition.
v. Arithmetic. The first four rules, simple and compound.
vi. Geography of Europe and of the British Isles.
vii. History. Questions on English history.
viii. Latin. Elementary knowledge of Latin.
ix. And in some one of the six following languages, according to the selection of the candidate, viz.:—1. Latin; 2. Greek, ancient or modern; 3. French; 4. German; 5. Spanish; 6. Italian."

J. Young, Esq.
4th April 1865.

For the purpose of conducting this examination the Judges have appointed two examiners. The first examiners appointed were Mr. Perowne (a gentleman very well known, a professor of King's College), and Dr. Muncke. On Mr. Perowne's removal to a different sphere they appointed Mr. Knight Watson, a gentleman I believe also very well known to the Commission, I think one of the Civil Service examiners; I do not recollect the name of the gentleman who succeeded him, the gentleman who examines in foreign languages. They conduct these examinations, and they are responsible directly to the Judges. They certify to us (the Incorporated Law Society) whether the examinants have satisfied them that they are fairly informed on the subject matter of each examination; and until we receive that certificate we do not pass any articles at all; and without that of course no young man can take the initiatory step. That is the system of examination now in operation as regards members of our profession.

2384. You understand that we are not to inquire into the condition of the education of members of the legal profession; what we desire to know is what is the evidence which reaches you, through that preliminary examination, as to the state of the general education of young men in the class of life from which your candidates come?—I think Mr. Knight Watson, if he would attend the Commissioners, would be far better able to give reliable information upon that point than we could. We have but little means of forming any judgment upon it. We know generally this, the candidates appear to have been brought up at schools of a superior class. Some of the public schools, such as Harrow and Winchester, furnish their quota; many of the best grammar schools furnish their quota; and on the whole the candidates for admission to our profession, for the first step, appear to have received a fair education; but, as I said before, Mr. Knight Watson, who conducts the examinations, can give much more reliable information than I could.

2385. What is about the total number of young men who come before you for admission in a year?—I should think between 300 and 400.

2386. Should you say that they are of the lower part of the upper class and quite the highest part of the middle class?—I should say they are.

2387. (*Dr. Temple.*) You say between 300 and 400 are examined in a year; can you state how many of those pass?—I will put in those particulars.

2388. (*Lord Lyttelton.*) What is the general state of mental preparation which you think might be possessed by the young men who come up to you for articles?—I certainly should not myself (and I think it is the general opinion of my brethren) desire that they should have any special education before they come to be articled.

2389. (*Mr. Acland.*) At what age would that articling be?—Generally about 16 or 17. I think the tendency now is to bring them rather later than used to be the case. I find a very general impression prevalent that it is unwise to remove boys who are at school too soon and to put them to their special task too early. The last year of school life is perhaps the most valuable, and it is unwise to abridge that.

2390. (*Lord Lyttelton.*) You conceive that the general moral and social effects of a good English school education, together with sufficient proficiency in these preliminary subjects of instruction, is the best preparation for the special training which you are afterwards to give?—Beyond all question.

2391. (*Dr. Temple.*) You would not wish to adapt the general education which they receive in schools in any way to the special purpose of their profession afterwards ?—Certainly not.

2392. (*Mr. Acland.*) Is that the general feeling of your profession ? —I think it is.

2393. Is it not the fact that a considerable number of solicitors now have gone to the Universities ?—Yes.

2394. And that would be an additional reason, would it not, for keeping the school education general, inasmuch as it might depend on the abilities of the young man to what age his general education would be carried on ?—Certainly.

2395. (*Mr. Forster.*) Would you consider that it is advisable that special stress should be laid on either classics or mathematics in the preparation of a young man for your profession ?—No, I do not ; with reference to the wants of our particular profession, I think whatever trains and disciplines the mind and adapts it as a machine is the best preparatory education. Let it then be applied to the particular subject whatever it may be, whether the law or anything else.

2396. (*Lord Lyttelton.*) You have not included physical science in the subjects you have mentioned ?—No. We had considerable difficulty in selecting subjects, and I remember that that very subject, physical science, was very much considered ; but on the whole we thought that the particular subjects indicated in the order were the best. I am not at all sure that that might not at some future time be superadded, because we reserve to ourselves the power of making suggestions after we see the system at work.

2397. (*Mr. Acland.*) Is the only evidence of preliminary education the results of an examination conducted by professional examiners ?—No.

2398. What other tests of general education do you accept ?—First of all the Commission will understand that the preliminary examination is not conducted by solicitors. It is conducted by two special examiners appointed by the Judges. We merely provide a place for it ; we work all the machinery, but the actual examination is conducted by special examiners appointed by the Judges, of whom Mr. Knight Watson is one. By "professional examiners," must not be understood legal examiners, members of the legal profession. Mr. Knight Watson is very well known as an efficient examiner. He is the secretary of the Society of Antiquaries, and grandson of the late Bishop Watson.

2399. Do you also accept the certificates of other examining bodies ? —Yes, which are all provided for in the order.

2400. Could you state them shortly ?—Any one of the following examinations, *i.e.*, the first public examination before moderators at Oxford, or the previous examination at Cambridge, or the examination in arts for the second year at Durham, or the first division in the matriculation examination at the Universities of Dublin or London.

2401. Is it on the whole your opinion that examination for general education is better conducted by a professional body or by bodies devoted to education ?—I should think by bodies devoted to education. I should think so, certainly.

2402. (*Lord Lyttelton.*) Could you let us have any documentary evidence as to the comparative performance year after year of your candidates in these preliminary examinations ? Of course some are rejected, are they not ?—Yes.

2403. Could you let us have any written evidence as to how many are rejected in one year compared with another ?—The system has

J. Young, Esq.
4th April 1865.

only been in operation four years, but we could give you, year by year and term by term, the result of the examination.

2404. Could you tell us whether on the whole there has been an improvement in their performance, or the contrary ?—I could ascertain that, but I am not able to say now.

The witness withdrew.

Wednesday, 5th April 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRRA, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

W. Gull, Esq., M.D.
5th April 1865.

WILLIAM GULL, Esq., M.D., called in and examined.

2405. (*Lord Taunton.*) What situations do you hold connected with the medical profession or with medical instruction ?—I have been connected with Guy's Hospital as student and professor for about 28 years. I have been lecturer at Guy's 24 years on various subjects connected with medicine. I now hold the chair of medicine in Guy's Hospital. I am a Fellow of the College of Physicians ; I have been Censor of the College of Physicians ; and I have for many years been a member of the Senate of the University of London.

2406. You must have had many opportunities of observing the educational *status* of young men entering upon the study of medicine ?—Yes. I think I was the first tutor that ever was made in any of the medical studies. I held that office after obtaining my degree at the University of London. That has become rather a general institution in the hospitals since that time. It gave me a good deal of opportunity of seeing how men were educated years ago. My intercourse now with them also gives me an opportunity of seeing how they are at present educated. We have a large school at Guy's, containing over 200 men. We have entries of about 80 year by year.

2407. Have you in the course of time observed any considerable alteration in the degree of proficiency with which students come up to you for entrance into the medical profession ?—I should say there has been a considerable improvement in the education of students entering the medical profession. Years ago there was no kind of preliminary test at all. Of late years there has been a test. Still I should say, from my present observation, that medical students are very imperfectly educated.

2408. May I ask what class of life, generally speaking, do these young men who enter the medical profession come from ?—Tradesmen, farmers, and professional men. I think that would take in most of them.

2409. There is a considerable range of classes from which the medical practitioners come ?—Yes, the range is so great that some years ago the late treasurer of Guy's had it in his thoughts to found a college in

which students should be admitted. It was thought a very desirable thing that men should be admitted into a college; and very considerable inquiry was made at that time as to their relative means for entering such a college, but it was found that they came from such diverse grades of society, and their means were so diverse, that it would be inconvenient to put them all into a college together.

2410. (*Lord Lyttelton.*) Do you mean like St. Bartholomew's?—Something like that; but St. Bartholomew's is only partial.

2411. Are there many from the liberal professions; clergymen and lawyers?—Yes, a few clergymen's sons; I should not think we have so many as we have from tradesmen, farmers, and professional men.

2412. (*Mr. Acland.*) By professional men do you mean medical men?—Yes.

2413. (*Lord Taunton.*) What, in your opinion, is the state of previous education which at present, generally speaking, the candidates for admission into the medical profession obtain?—I should say still a very defective condition. There is no thoroughness in the teaching. I should say that men are defective in common writing and spelling, remarkably defective; and even men who have passed preliminary examinations which look very large and very important—if you ask them to write a common sentence will spell half the words wrongly. I have noticed that very much. Of course there are numerous exceptions, but it is still a common thing. There seems to be no training of the faculties of men for acquiring knowledge at all. I doubt whether they have, most of them, had any idea of having faculties at all, except at random.

2414. I suppose those young men come from schools of all descriptions?—Of all descriptions. About 10 per cent. of them are very well educated. There are honours conferred at most of our hospitals now for preliminary education. There are at Guy's, and I believe there are at most of the hospitals. They give prizes of 20*l.* or 30*l.* for the best educated men, and three or four other subordinate prizes, but these are not contended for by above 10 per cent. of the men who enter.

2415. Do you believe, with reference to the medical profession, that any special preliminary education is desirable, or should you prefer that general education which is the best calculated to inform the mind and strengthen the faculties?—I should be for a general education, not for a special one. I think the special education naturally commences with professional studies.

2416. (*Lord Lyttelton.*)—At what age do they come to you to begin their professional studies?—From 16 to 17.

2417. (*Lord Taunton.*) Do you think it of importance that they should have acquired any preliminary knowledge of the elements of the physical sciences?—I should say that they should have some knowledge, not as a professional question, but as an educational question.

2418. You stated that there has been a considerable improvement in the condition of these young men during the time you have had an opportunity of observing it; what has been the sort of improvement to which you chiefly refer?—There has been, in the first place, some attention to education, which there was not at all before. There was no attention formerly, not the least. I speak as to the largest number.

2419. (*Lord Lyttelton.*) How long have you had this preliminary examination?—About four years.

2420. You attribute the improvement you refer to to that preliminary examination?—I do.

W. Gull, Esq., M.D.

5th April 1865.

2421. (*Lord Taunton.*) What are the chief defects which you observe at present in the education of these young men?—I should say their chief defects refer to what I mentioned just now; in the first place their mode of education. There is no thoroughness in their education. There is no training of the faculties for acquiring knowledge. What they have is mere acquirement, and not education at all, and that acquirement is altogether of an inferior kind. I notice that the great defect of the young men who come up is that they really have not been fairly educated or trained, they have not been taught anything about themselves or how they are to learn.

2422. What are the requirements of the examining medical boards in their preliminary examination?—They are various, because the different boards have different objects. The highest requirement is that at the University of London. The University of London require a very strict and complete previous education, as shown in their matriculation examination; and that is *bonâ fide;* it is not a mere formal thing. The rejections are numerous. That is a most thorough test. Then you must understand that the University of London does not aim at the education of the mass of the profession or of professional men in general. I think there are good reasons why it should not. However I will not enter upon that question just now. The University of London tests are very high tests. I do not think they could be made universal.

2423. Are you not of opinion that taking a pretty high standard for these preliminary examinations would be a very certain means of improving the education in those schools which are destined hereafter to supply medical pupils?—I have thought a good deal about that, and I should say that what I should call the preliminary education test (I am not speaking of the education, but of the test) should not be high. I do not know whether I make myself understood, I mean this, that a preliminary education test, which any government or any regulation should make necessary, should not be too high. If you make it high you will have the test imperfect, or you will exclude very good men, men who are good in many other subjects not literate. It would be unjust to individuals to have it very high. A man may have very excellent faculties for even the practice of a profession who could not stand a high educational test. I have noticed that men who seem to be very idle fellows at bookwork turn out most excellent practitioners. If you have a very high preliminary education test you will be certain to exclude very good men; if you have it imperfect then it is no test at all. I have thought thus—that, taking intellectual *status*, say, as a given line of height, or the *status* of mankind at a certain age as a certain height, you ought to strike your education test at about four-fifths down, so as to exclude one-fifth; that is to say, your test ought to include four-fifths and excluding one-fifth, because there are people who are naturally incompetent.

2424. (*Lord Lyttelton.*) You would exclude one-fifth?—Yes, it might be more or less. It ought to be an exclusive test to some extent, otherwise you get incompetent men into a profession. I have thought that it was unfair to an individual not to have such a test, because otherwise you admit him into a profession for which he is utterly incompetent, and in which he must utterly fail, or else be injurious. I am speaking of a preliminary test for a profession.

2425. (*Lord Taunton.*) What, in your opinion, is it desirable to aim at in an education preliminary to professional studies?—I think the thing to aim at in an education preliminary to any professional study is to develope the senses and the intellect. Hitherto all education

as far as it has been much considered, has been more an education of the mere intellect not of the senses, and perhaps hardly any education of the intellect. It has been more acquirement than education up to the present time, I take it. I think the great defect of modern education has been, that it has been more acquirement than education; and certainly the education of the senses has not been taken much into consideration, I mean the faculty of observation.

2426. Do you say that speaking generally, or with reference to the medical profession?—I would not say that I speak generally, though I think I might, because having to do with the University of London, and men who go there, and from my general knowledge of the world, I should say that was the general defect of education.

2427. Still I suppose you would consider it important that those boys should store their minds with positive knowledge to a certain degree?—Yes, I think so certainly. Every educated person has a sort of notion of what a boy should learn. It appears to me first that he should learn English and one dead language. I would not say more than one dead language.

2428. Do you prefer the study of Latin to the study of Greek, or do you think it of no consequence which boys study?—I should say that if Greek had been in a certain position which it is not now in, that is to say more used, that Greek might advantageously have taken the place of Latin; but Latin certainly would at present have the preference, I should think.

2429. Latin is the more useful, and Greek is the finer language?—Yes. I think he should also be taught the ordinary rules of arithmetic. I think he should be taught (and I see the educational bodies mostly include it), the first book of Euclid. I doubt whether you could exact it much further. If you take the general class of men I doubt whether you can expect more, I mean as a preliminary education test. Then I think he should be taught the rudiments of natural philosophy; and I find it put down in a general way "mathematics and natural philo-"sophy," as if they included real developments of those things. Of course they cannot,—it is merely the rudiments of them. I think also a boy might be taught the rudiments of the chemistry of the common elements about him. I think he also should have some knowledge of the structure of animals and plants. Here I differ from the educational bodies. They put down the classification of animals and plants, which seems to me the least advantageous part of natural history. If you take any common plant or animal you might teach a boy without any principle of classification. I think the including the classification of animals and plants in the preliminary education is wrong. I think also that most boys,—and I would say it ought to be in most schools,—should learn outline drawing. I think that is a valuable thing. I had set down another thing, but there I dare say I should hardly be in a condition to defend myself. I refer to the larger principles of ethics. I think the nature of a man's mind, and his moral relations, ought to form a part of education. I am quite sure that much good would result to society if the duty of a man to himself as well as the duty of a man to his neighbour were more considered.

2430. (*Lord Lyttelton.*) Do you think that that could be separated from religious teaching?—I think so entirely. When we speak of religious teaching, we mean a particular creed, whereas ethics are conditions of humanity, apart from creed. They cannot be creeds. They are questions of fact in human nature. I really think the time will come when these questions will be more considered. I think a good deal of the dreadful evils that we see in public schools and in private

W. Gull, Esq., M.D.

5th April 1865.

schools, and in private life amongst young men might be avoided if that were so.

2431. (*Lord Taunton.*) Do you think it would be safe to separate ethics from religion in that manner, as a matter of education?—I should not think one need separate them. I think you might make it essentially preliminary to religious study, but not necessarily. I think religious teaching could never suffer from a good ethical knowledge. However as I say, I do not know that I could defend it. It is a delicate question to enter upon. But I think it is a question which ought to be very much considered, for after all there is no doubt that the moral sense wants a kind of education.

2432. (*Lord Lyttelton.*) You would teach ethics after the manner in which Aristotle might have taught it?—Yes; I think his system might be popularized and improved.

2433. (*Lord Taunton.*) How far, in your opinion, should proficiency in many subjects be insisted upon in preliminary education?—I think there should be many subjects; the young intellect wants many, and I think it gets on better by variety. It is much like gymnastics to the body. You should have great variety. I think the professional studies of after life will limit the mind quite enough. I would further add, in answer to the question, that I think there is a principle involved here of the number of subjects, and a principle that the educational bodies do not enough consider. They multiply the species of knowledge. I would not so much multiply the species as the kinds. I would give say one language instead of two or three, because I can get all I want out of one language. I notice that they say a boy should learn Latin, Greek, German, and French. I do not see that you gain very much by that. I think it is rather a bad thing. It would be better to keep to one language, and get it well taught. So that I think the variety must be determined by some rule, or else it would be a mere useless variety. I think whatever is a true kind of variety should be included in education.

2434. (*Lord Lyttelton.*) Do you think that the contrast you have put between acquirement and education is a complete contrast?—No, I do not think so, because no doubt acquirement is an education in itself; but still acquirement as mere acquirement, and acquirement as educational acquirement, I think might have a different bearing; at least it would in the mind of a student. I think a student who thinks the end is the mere acquirement, and the student who is taught that the acquirement is a means, would be differently placed.

2435. Have you observed in the young men who come up to you what traces of physical development and education they have had;—whether they are defective in that respect?—They are defective in that respect; and I have had another opportunity of noticing that particular defect in physical education in private schools as distinguished from the public schools. It has been my office for some time to medically examine the civil service candidates for India after their literate examination, and I certainly have been struck with the better physical development of men coming from the public schools than of those who come from other sources.

2436. For their professional life do you consider physical education an important part of their general education?—I do.

2437. Have you considered how far you would carry the knowledge of algebra?—I have thought that over somewhat. I confess I am not disposed to think that I should carry it far. It is generally carried as far as ordinary equations. Now although in the nature of the case education will in individual instances be carried to the utmost limits,

I think you should not exact too much in what is a normal or test education.

2438. Have you had an opportunity of judging of their power of correct expression in writing ?—Yes ; it is generally very defective.

2439. Do you think that in schools they might be practised in English composition ?—Yes, in descriptive composition certainly : I think if that could be done it might be by describing objects or circumstances, and not by essay writing. I doubt whether essay writing would be so instructive and so developmental as of the objects of common life, or of the history of a day.

2440. Does the improvement you have spoken of extend to the elementary subjects, such as spelling and grammatical accuracy ?—As I say, there is an improvement, but it certainly is little more than a fractional improvement.

2441. (*Dr. Storrar.*) Seeing that men come to a medical school generally at about the age of 17, do you think that their preliminary knowledge reflects credit on the general education of the country ?—Certainly not.

2442. Have you occasionally found difficulty in communicating professional knowledge, owing to a want of assurance that the minds of the men are prepared beforehand for the kind of information you wish to give ?—I have no doubt it is so ; but I do not so much feel the difficulty, because I have no means of testing the men.

2443. Can you always safely calculate upon the kind of knowledge which you think they ought to possess ?—I do not know my recipients very well, but where I have known my recipients they have certainly been very defective. Except a fractional part (there is a fractional set of men who are very good ;—first rate) they have very little knowledge of any kind. Sometimes after a lecture, when I think I have given everything very plainly, a man will come and ask some question which puts me altogether out of heart. I think I have said something very simple, yet he asks some extraordinary question, which shows an utter simplicity and complete ignorance of everything. That I think is an answer to your question.

2444. In fact in any demonstration—say for instance of physics as illustrated by the human economy, the action of the muscles on the bones, the science of optics, when you deal with the physiology of the eye, the science of acoustics, and other matters of science which may bear, say, on the circulation of the blood, you make up your mind to go into the very elements of the science, not being able to calculate upon the possession by all the members of your class of the knowledge which you think they ought to have ?—Yes ; they have *no* preliminary knowledge. They are utterly defective in that kind of training, I should say that the end of the educational establishments is rather to produce a few brilliant examples, and to say *ex uno disce omnes* (which is about as fallacious a thing as possible), and then to leave the great mass of the boys utterly untaught. Those brilliant examples have been brought forward. It has been a kind of advertisement to keep up the school. I should say take out eight per cent., and the rest are uncared for and know but little. That I think has been the defect of education. The education has not been on the principle of benefiting numbers, but of producing just one specimen, and saying "Here is " what I can do ;" and the end is that the true education of the boys has been left utterly uncared for.

2445. The great object that you would seek in preliminary education would be not the possession simply of a certain quantity of knowledge, but the possession of that state of mind which would secure aptness to

W. Gull, Esq., M.D.

5th April 1865.

learn?—I would secure that, but I would also secure knowledge up to a certain point. As I say and think, there are two purposes to be looked at in preliminary education,—the training of the intellect and the senses, and the acquirement of knowledge which may be useful.

2446. In the sketch you gave of a preliminary education, you did not introduce a modern language?—I did not introduce a modern language. I thought that our own language and Latin would supply all the basis of a broad teaching. It was quite in my mind. I confess I have myself personally had a great predilection for modern languages, but I do not think, as a necessary educational thing, I should introduce a modern language.

2447. When you speak of English, you would contemplate that training in English which has been very much brought out in the training schools, and by such books as Angus' handbook and Mason's and Latham's grammars?—Yes; I mean the philology of our language. There is one other point I should like to mention. I was asked what variety there should be in these subjects, and how high the preliminary education test should be put? I stated that I thought the preliminary education test should not be put too high, because it would exclude very useful and good men, it would be unfair to the individual; and if put too high it would in all probability be imperfectly carried out; and then I said also that I thought there should be a great variety of subjects, so that the mind should be trained in various ways, that variety being limited more by kind than species; so that I would not have many languages, but one, and so on. There was another point which I did not add, that in a preliminary education test I think you should not insist too much upon all the individuals knowing all the subjects, because I am sure there are some individuals who cannot conquer all the subjects, and yet are very superior men. So that I think it might be a question how far proficiency in one subject, or one set of subjects, should not be considered sufficient. From my knowledge of the human mind, I am sure there are men who cannot conquer a great variety of things, and yet who are very superior men for the purposes of life.

2448. (*Rev. A. W. Thorold.*) What special qualities of mind do you consider it most important to cultivate for the medical profession?—I should say certainly the science of observation.

2449. Are there any other which you would mention besides that?—If I include under the word "observation" not only the use of the senses, but the putting together of the evidence of the senses afterwards, I should say that would include nearly the whole; but then that would take in judgment on the evidence of the senses. There is another class of mind which you do not want in medicine, and which is always very harmful in medicine, and that is that form of mind which is always abstracting, and which is occupied more upon the abstract relations of things than their concrete relations. I have seen men full of theory, who seemed to know everything and could explain everything, and yet knew nothing;—very clever men;—men who wrote wonderfully well;—and yet their writings only led to bewilderment.

2450. Clearly there are some qualities which are almost indispensable for any measure of success in the medical profession, and which it is difficult to define exactly as either strictly moral or intellectual. I mean such as rapidity of decision, patience, diagnosis; what we call "nerve." Do you think it possible to develop those qualities by early education?—I think they will develop in the practice of medicine. They develop remarkably in the practice of medicine. There is one branch which developes them more than any other, though I never practised it

except as a student, yet I know it certainly does develop them, and that is the practice of midwifery. Though there is very little to do, you have to act on your own responsibility ; you want a deal of patience ; you want a great deal of gentleness and ready decision ; so that really I do not know any one department that would more develop the true characteristics of the medical student ; and it is very much employed in our hospitals.

2451. Do you consider logic of importance to enable medical men to decide rapidly and clearly on the subjects before them ?—You mean verbal logic ?

2452. Yes, the fundamental rules of logic ?—I am almost inclined to think that verbal logic is the consciousness of what has been better done before you were conscious of it ; I mean to say I think it is the becoming conscious of what we have done unconsciously very well. I have thought a good deal of that. I am not at all sure that after all what is called the use of logic is not a subsequent consciousness of what you really have done very well before. When I drew out this outline of what seemed to me an educational course I did not include verbal logic in it.

2453. You do not attach any great value to logic as a scientific training for medical men ?—I should say yes, if you take Bacon's logic, which is quite a different thing altogether ; but merely taking Aristotle or the verbal logic of the schools, I doubt whether it is. The best logicians I have seen have been the worst observers, and certainly the worst practitioners. I remember an instance particularly well of a gentleman (I will not name him) who was one of the most distinguished men in our profession—and I remember we often thought and said of him that his logic had eaten up his common sense.

2454. In what way do you think a preliminary knowledge of the physical sciences is likely to improve the general educational *status* of candidates ?—It would educate another set of faculties altogether—the senses.

2455. Could you suggest any method for making generally known to the public, and especially to schoolmasters, the existing defects in education ?—The only way in which they have been made known hitherto has been by a very slow and imperfect and accidental process ; I am sorry to see how slow. For instance, the University of London has been established a great many years, and people have been singularly slow in knowing anything at all about it, or even where it exists. I believe there are thousands and tens of thousands in this country who do not know the existence of such a body. I am not prepared to say how the defects in education could be made known. I quite think it is a most important thing to remedy. A great many students even now coming to London to study medicine do not know that there is such a place as the University of London, and they often tell me that they wish they had known it ; yet it has existed many years.

2456. (*Lord Taunton.*) Have you had any opportunity of observing from what class of schools the pupils appear to come up the best educated, whether from the endowed schools, proprietary schools, or private schools ?—I think it much depends on the class of school ; on the individual character of the school.

2457. You cannot treat those schools as groups ; you do not think it affords you any distinction ?—No.

2458. Have you ever considered of any mode by which you think those deficiencies in the education of the middle classes which you have described could be remedied ?—I have ; and I think certainly

W. Gull, Esq., M.D.

5th April 1865.

that one must begin with the teachers. Anyone is allowed to teach. That has always seemed to me a great defect. There is no test of the teacher. There is now a test of the pupil, but not a test of the teacher.

2459. What sort of test would you propose to provide for the teacher? —I think that he should be examined as to his power of teaching and his knowledge.

2460. (*Lord Lyttelton.*) They are two distinct things. You can easily test his knowledge, but how would you test his power of teaching?—I think it would be possible to test a man's power of teaching by a *vivâ voce* intercourse with him.

2461. (*Lord Taunton.*) You would then allow none but certificated masters?—I would not.

2462. I presume you would not make that retrospective, or apply it to those already in the profession of teaching?—I think you could not do that.

2463. Supposing it were made merely prospective, that would make the profession of teaching a close profession in this country; not as it is now, an open profession. Do you think it would be very easy to reconcile public opinion in this country to such an alteration as that?—I think the public would be very well satisfied to feel secure that their boys were under good teaching.

2464. I suppose you would apply those principles to all schools, endowed, proprietary, and private schools?—I would. I would not willingly let any one have the charge of a boy's education who had not shown his fitness for it.

2465. How would you propose to enforce it?—Under the same conditions that a man is allowed to practise physic.

2466. What are those conditions?—He must show that he is properly educated; that he has passed through certain studies.

2467. (*Dr. Storrar.*) You are aware that in the medical profession it is necessary in order to attain the *status* of a legitimate practitioner, that a man should have his qualification registered in the medical register?—Yes.

2468. And there is secured to every registered medical practitioner the privilege of recovering charges for medical attendance?—Yes.

2469. He has the sole privilege of holding public appointments in hospitals, and under the poor law, in gaols and lunatic asylums, signing certificates and so on, and likewise that he alone is entitled to take the designation as well as the *status* of a medical practitioner?—Yes.

2470. That a person who is not registered in the medical register is not hindered from practising, but he is hindered from holding public appointments, from recovering fees, and taking any title which would imply that he was registered?—Yes; and he is responsible at common law if he give doses of medicine and any harm comes of it. You cannot unfortunately have anything analogous to that in education.

2471. (*Lord Taunton.*) To whom do you propose to entrust the duty of issuing these certificates to schoolmasters?—There is an educational body called the College of Preceptors. I do not know what it can do, whether it can do anything.

2472. That is a very respectable body. Do you think the public would be satisfied if they were to say who should enter the profession? —I should think our Universities might better do it.

2473. (*Lord Lyttelton.*) You mean a special body constituted for the purpose by the Government, such as to command public confidence?— Yes. I think if the Government should give its approval to a certain set of men, that would be enough. I think mere approval would be enough.

2474. There is a great interval between that and prohibition ?—Yes. I think it might be approval at first.

2475. (*Dean of Chichester.*) The University of London is not an educational body, but an examining body. Could that be converted into an educational body ?—It has often been discussed in the senate of the University how far we could. I doubt whether we could with our present machinery at all. We have no powers of supervision or of visitation. We have no means for doing it.

2476. Are you acquainted with the training schools for training schoolmasters for the national schools ?—I do not know them intimately; only generally.

2477. The young men there are educated as masters, and taught to examine by examining classes ?—Yes ; they would be good, no doubt.

2478. (*Lord Taunton.*) Are there any other points bearing upon our enquiry with regard to which you could favour the Commission with any observations ?—No. I think the principal points that my mind is impressed with would certainly be that the educational course should be varied ; that the test should not be too high ; that it should not be required that every person who passed that test should know all the subjects ; that the subjects should include the training of the senses and of the intellect ; and perhaps even more. I am not sure that it should not take in the training, if possible, or at all events the teaching of the moral relations of man to himself and to his neighbour, apart from religious questions. I think that hitherto we have lost ground in this country in that respect. I forget how my mind was so impressed, but it has been impressed thus, that ethical questions should be considered as an essential part of a man's education, just as much as reading and writing. There is no question that most men are now brought up entirely ignorant of those things. I should not say entirely ignorant, because he has an instinct ; but he is certainly untrained, and thinks he may neglect them because he may neglect certain religious creeds.

2479. You have stated that you think if you wish to improve schools it would be a main object to secure better schoolmasters, and that that would be best done by obliging the schoolmasters to undergo some examination before being allowed to practise. Do you think that any system of compulsory inspection or of optional inspection would be desirable with a view to the improvement of schools ?— I had thought that over too. To go to the first question about the schoolmasters, I think if the Government would recognise them, that alone would be a good thing. Then I think if after that encouragement the Government were willing to grant them inspection that would be a further encouragement.

2480. Do you think in both cases it would be doing a great good if the means of examination for masters who might receive certificates were afforded, and the means of providing inspection for schools which desire to avail themselves of it were also provided ; and that that, without going to the extreme of compulsion, would of itself effect a great good ?—That is my feeling. I think it should be more a question of recognition and encouragement than of police.

2481. (*Mr. Forster.*) We have had one or two witnesses before us who have made the suggestion of a board with Government authority, composed of men who would have the confidence of the country both for character and for attainments, who should be empowered to grant certificates, and who also should be empowered to offer inspection. Would some such board as that meet the views which you have expressed ?—I think it might. I perhaps have not all the facts clearly

W. Gull, Esq., M.D.

5th April 1865.

before me, but I think that if the Government would afford a fair opportunity to teachers to gain their recognition,—I would not go further than that at first,—I think such recognition would be quite enough.

The witness withdrew.

J. Garle, Esq.

JOHN GARLE, Esq., called in and examined.

2482. (*Lord Lyttelton.*) I believe you are a member and examiner of the Pharmaceutical Society ?—Yes.

2483. Would you give us some description of what that society is ?—The object of the society was for the examination and registration of those persons who were afterwards to receive the title of pharmaceutical chemists.

2484. When was the society founded ?—I think in 1841.

2485. Was the title "Pharmaceutical Chemist" first introduced at that time ?—No, not altogether. It had floated about. One man would write up "chemist and druggist," another would write up "chemist," another "family chemist," another "dispensing chemist," and perhaps the term "pharmaceutical chemist" might have been found. I could, if the Commission require it, ascertain whether such a label existed previous to the founding of the society as "pharmaceutical chemist;" "chemist and druggist" was the usual cognomen, but "pharmaceutical "chemist" was the title chosen by our society.

2486. You mean that a pharmaceutical chemist is a man who has passed through the ordeal, that your society provides ?—Exactly so.

2487. What is it that your society does ?—It first examines the candidate, who will perhaps be quite a boy of 15 or 16, who is anxious to become a future member of the society. He may be in the term of his apprenticeship, or he may be about commencing the business of a chemist and druggist.

2488. Do you take a man at any time of life ?—At any time of life.

2489. Any established chemist and druggist may come to you for examination ?—Yes.

2490. What is the examination you give them ?—In the preliminary examination the boy comes up for examination in Latin, as far, perhaps, as a page of Cæsar ; any part of Cæsar, in fact.

2491. What are the branches of knowledge in which you examine ? —Latin, English composition, and arithmetic as far as the rule of three, vulgar fractions, and decimals.

2492. Is that all ?—That is all that he has to undergo as a preliminary examination, which is before he comes in for his minor, which I will explain afterwards. That is the first step.

2493. He comes up for examination from his school ?—Yes.

2494. Is your society incorporated ; is it recognized by law ?—Yes ; we have a charter. It was incorporated by Royal charter in the year 1843 and founded in 1841.

2495. At what age do boys generally come to you for the preliminary examination ?—Not frequently before 14, but generally ranging between 14 and 16.

2496. Do they come from all parts of the kingdom ?—Yes.

2497. How many, do you suppose, come to you in the course of the year ?—It would be inconvenient for these lads always to present themselves at our society in Bloomsbury Square. We allow the examination to be conducted by any person under these qualifications residing in the country; they are to undergo examinations by any clergyman, minister, schoolmaster (not having been the teacher of the

candidate), or any physician, surgeon, or other person appointed by the Council, whose certificate if satisfactory will be received by the Board. It is our habit to read over those certificates, and the names appended to them must be satisfactory.

2498. How many boys undergo this examination throughout the country in the year ?—I asked that question this morning of our secretary, and he said from memory, he would say about 70 in the country and about 20 at our London Board.

2499. Less than a hundred for the whole country ?—Yes.

2500. Suppose a boy passes, what do you give him ?—He then receives a certificate that he has passed what we term the classical examination.

2501. What does he do then ? Does he go back and enter upon a practical course of study ?—He goes into his business.

2502. Possessed of this certificate ?—Possessed of this certificate.

2503. What is the next thing your society does for him ?—Then he presents himself for a minor examination. If he receives a certificate for that he then proceeds on to a major examination.

2504. How soon after the preliminary examination does he go in for the minor examination ? Is there any fixed time ?—I do not think there is any regulated period as to when he shall come up for his minor examination.

2505. May he come up as soon as he pleases ?—He may come up as soon as he pleases.

2506. The three points of his preliminary examination are Latin, English composition, and arithmetic ?—Latin, Latin grammar, English grammar and composition, the first four rules of arithmetic, simple and compound, vulgar fractions and decimals.*

2507. What are the points in his minor examination ?—His examination as a minor is in prescriptions. He is required to read without abbreviation autograph prescriptions.

2508. Is the whole of this minor examination professional ?—Yes.

2509. The minor and major examinations are both professional ?—Yes. I do not think (though I should be glad to offer it to you) that you will care much for any evidence as to those examinations. I could, if desired, give you a list of the subjects which are included in those examinations.

2510. What we wish to know, as the result of your experience with regard to these boys of from 14 to 16 who come up to you, is what evidence can be drawn from their condition as to the education they have received ? In the first place what is the class of society from which they

---

* Classical or Preliminary Examination.

"Candidates for registration as Apprentices or Students in Pharmacy are examined in the following subjects :—

"Latin—translation of a passage from the first book of Cæsar's Commentaries, 'De Bello Gallico.'

"Latin Grammar.

"English Grammar and Composition.

"The first four rules of arithmetic, simple and compound, vulgar fractions, and decimals.

"Candidates residing at a distance of more than ten miles from London (or if in Scotland, at that distance from Edinburgh), may, on applying to the Secretary, and enclosing the specified fee and certificate of age, be supplied with a printed form of certificate to enable them to be examined by any qualified person approved by the Board, *but not being the teacher of the candidate.*

"The certificate of examination, duly signed by the Examiner, and delivered to the Secretary, will, if approved by the Board, entitle the candidate to be placed on the register."

J. Garle, Esq.
5th April 1865.

ordinarily come ?—I should think that the trade is supplied first of all by sons of the members following the business of chemist and druggist, both of those who have been examined and the unexamined persons. The farmers supply us with many, also the trading class ; and there is a certain amount of infusion of the sons of the clergy and professional men ; but I think the classes I first mentioned are the preponderating classes.

2511. Do you think that the majority of the candidates are rather from the lower portion of the middle class of society ?—No, I must not say that ; not from the lower portion. I would rather use the term "from the middle classes."

2512. Do you suppose that as many as half are sons of those already engaged in the profession ?—No, I should not think so.

2513. With regard to their condition as shown by your examinations, what is the state of educational preparation in which these boys come up to you ?—Our verdict is that it is not so perfect as we should desire it to be.

2514. What features of their performance in these examinations are on the whole favourable, and what on the whole unfavourable ?—The unfavourable features are, a weakness in English composition, and not so thorough an acquaintance with Latin as we would wish them to have. The arithmetic is, perhaps, the strongest portion of it, pointing out rather, I think, the fact that those boys have received more of a commercial than a classical education. I ought not perhaps to state my own inference, but my individual opinion is this : I find in the case of the boys who come up to me, that their English composition is weak and poor, their Latin is shaky, very shaky, and then their arithmetic is generally the strongest part.

2515. How are they as to elementary matters—how are they as to spelling ?—Occasionally, but only occasionally, the orthography is bad ; not frequently.

2516. On the whole, it is pretty good ?—On the whole, pretty good.

2517. How is their handwriting ?—I should call it "average."

2518. Is their grammatical expression pretty correct ?—Sometimes not correct ; but the objection principally is to style.

2519. Is the style too diffuse ?—Yes, it is too diffuse, and not concise ; not that of close thinking.

2520. Do you think the examinations generally give you the idea that their faculties have been fairly trained and exercised; that what is learned is not merely learnt by rote ?—We feel that their examination is not up to the point to which we should like to carry it.

2521. Do their faculties appear to have been worked ?—I do not think it is thoroughly grounded.

2522. Have you any knowledge as to the particular schools they come from ?—No, I could not furnish you with that.

2523. You do not know which of them come from endowed, which from proprietary, and which from private schools ?—No.

2524. Can you state the number of examinations and rejections in the year ?—They amount on my part to certainly not more than six. We do not have above twenty that pass, because we have only a monthly examination. It only occurs once a month, and we do not have, on an average, more than two classical every time. I know what you want ; but the fact is this, I cannot tell you how many rejections take place in the country, because of the number that come to us. We only have the certificates put before us that those men have passed without any reference to those who have not passed.

2525. How many London examinations are there in the course of

the year ?—Ten. We have an examination held every third Wednesday of the month, with the exception of two months.

2526. I meant how many candidates have you in London in the course of the year ?—A little over 20.

2527. And of that number about six would fail ?—Yes, about six would be rejected.

2528. (*Dean of Chichester.*) Are there any other examining institutions in your profession ?—We have the scientific examination carried on in Edinburgh, but the classical examination is in two distinct portions, that which is in the London establishment in Bloomsbury Square, and others in all parts of the country.

2529. What I mean is, are there institutions for examining not connected with your body ;—are there any other examining colleges ?—There is an examination in Scotland.

2530. Twenty seems a very low number ?—Yes, but then it makes a total of 90. This has no reference to the absolute number of chemists and druggists. I have no doubt it would appear to you a small number, because their name is legion ; but it arises from the fact that it has been only a voluntary examination ;—consequently there may be 300 or 400 apprentices, and only 90 would come up for examination.

2531. Do you think that members of the profession value the examination ?—Highly.

2532. (*Rev. A. W. Thorold.*) Can any man open a chemist's shop without being a member of the Pharmaceutical Society ?—Yes.

2533. Is any examination of any kind necessary for a man to become a chemist ?—No.

2534. Then there is no protection to the public ?—Not at all. It is their own appreciation of the value of the title "Pharmaceutical "chemist."

2535. (*Dr. Storrar.*) The title "Pharmaceutical chemist" is limited to those who pass the examination of the Pharmaceutical Society ?—Yes ; I think that your questions will have a value connecting it rather with the scientific portion, because the fact I should lay before you is the necessity of this classical examination as far as the interests of the trade are concerned. I can give you one or two examples. You will excuse my using technical terms. For instance, suppose I put the following prescription before a boy :—

℞ *Morphiæ Acetatis gr. i.*
Extracti Lactucæ gr. v.

which might safely be taken by a man who is in the habit of taking Morphia. If I put before him a prescription of that kind where the dose is a staggering dose, and write under it, *Mft* (i.e. *Misce fiat*) *pilula octava quaque hora sumenda*, which means that one pill is to be taken every eighth hour, the boy fearing that he will make a mistake in translating the prescription, says, "Oh, this is a large dose of morphia," and the answer which I have met with has been, "Make it into eight "pills, one to be taken every hour," whereas it is in fact one pill to be taken every eighth hour. He does not distinguish between *octava* and *octo*. From an ignorance of the word *tantum* I have known mistakes in translation, which would be dangerous if employed in the direction. We have a prescription ordering six draughts to be sent. The formula is for one draught, which is to contain 30 drops of laudanum. The direction then states that this draught is to be repeated, but with six drops of laudanum *only* (vi. gtt. tinctur. opii tantum). The total quantity in the six draughts would be 60 drops, viz., 30 drops in the first draught, and 30 in the remaining five draughts. I have had the

J. Garle, Esq.
5th April 1865.

following estimate, 180 drops (viz., six draughts with 30 drops each) plus 30, making a total of 210 drops, thus poisoning the man. So that a classical education is really a matter of safety to the pharmaceutical chemist.

2536. Will you give us the exact details of the Latin examination?—The translation of a passage from the first book of Cæsar's Commentaries, and Latin grammar.

2537. Questions in grammar?—Yes; we should ask a boy what verbs active govern, or what the ablative absolute means. If the boy cannot answer those questions, and if he cannot translate the passages it is unsatisfactory.

2538. Is it always Cæsar, or do you vary it?—Yes; we slip sometimes from one page into another. We do not keep hammering away at one page.

2539. It is always the first book of Cæsar, is it?—Yes, of late it has been so. We used to take the selection from the Sacred History originally, but our examination has lately been confined to the first book of Cæsar.

2540. You have the power to vary it?—We have the power to do so, but we think that quite test enough.

2541. If it were generally known, is it not possible that that one book might be crammed up?—Well, it might be.

2542. They do not compose Latin, do they?—No, they merely translate.

2543. (*Rev. A. W. Thorold.*) Of course, so long as prescriptions are written in Latin it is necessary that chemists should have some knowledge of the language, but in case prescriptions came to be written in English should you still wish, on account of its general educational results, that chemists generally should be instructed in that language?—Yes, undoubtedly.

2544. (*Lord Lyttelton.*) As a mental training?—Yes, as a matter of training. The relative value of writing prescriptions in Latin and English, although it may be considered as a mere money question, I think I can give you a good answer upon, because, fortunately, now I am not connected with the business, having retired from it. The value of writing prescriptions in Latin is first of all, that you secure a better class of men to dispense your prescriptions, and I am quite sure that you avoid a very fertile source of error which would arise from prescriptions being written in English.

2545. (*Mr. Baines.*) How is that?—For instance, Mrs. Brown or Mrs. Tomkins has had a prescription which she values very much as a remedy for some particular complaint, and she hands it over to her neighbour, Mrs. Jones, who copies it. I have found in my experience that all prescriptions copied under these circumstances are more likely to travel into error than where they are written in Latin, because they are kept within a certain compass. A prescription written in Latin will hardly be undertaken by anybody but a chemist; but if in English, and it gets into other hands and is copied, the error is much more frequent.

The witness withdrew.

C. E. Amos, Esq., being prevented by illness from attending for examination on 4th April 1865, forwarded the following paper. *C. E. Amos, Esq.*

On Education, considered in reference to the Engineering Profession.

In entering upon the consideration of this subject, it should be observed that an intuitive or natural liking for the profession is above all things essential to the success of the person who proposes to adopt it.

This aptitude or inclination, if it exist at all, will manifest itself at a very early period of life, and whether we regard the lad who with clasp-knife and rude fragments of wood constructs his rough models, examines with eager eye every piece of mechanism with which he comes into contact, and pries into every building where any kind of manufacture is carried on; or, on the other hand, the lad who with scale and compass plots down the imaginary plan, designs impracticable docks and endless lines of railway, visits every place where works are going on within five miles of him, and makes innumerable sketches for suggested impossible improvements, the tendency is equally plain, and cannot be mistaken.

The foregoing remark applies with equal truth to both the branches of the profession, the civil and the mechanical, and a man with no natural aptitude or liking cannot succeed. He may make a respectable tradesman, an energetic man of business, or a successful merchant, but he will never become a good engineer.

This aptitude, then, existing, the system of education pursued should be such as to assist and form a lad for his profession; and inasmuch as there are many different paths or walks belonging to it, the system of education ought to have some relation to the particular one which a lad is destined ultimately to fill.

A civil engineer, for instance, having large and important general or public works to superintend, the proper and careful expenditure of large sums of money to watch, and the best interests of his clients to serve, may with propriety be subjected to the following course of training:—

He should be sent at the age of eight or nine years to a good school, where the number of pupils is not too large to obtain that watchful supervision so necessary to the well-doing of every lad, and where the discipline and general management are good.

The studies which in addition to the usual ones (viz., modern languages, arithmetic, writing thoroughly well, a fair amount of Latin, and some Greek), ought to have particular attention, are as follows:—

Decimal arithmetic, particularly.
Geography.
Trigonometry, plane.
Geometry and commercial arithmetic.
Mathematics, up to differential calculus.
Elements of mechanical drawing.
Freehand drawing, and
Sketching from nature.
Surveying and levelling.
Landscape, and drawing generally in all its branches.

During each half year or term a course of lectures should be attended, and the special subjects should be—

Statics, Dynamics, Hydraulics.
Chemistry.
Mechanics.
Optics.
Geology, Astronomy,

with others on scientific subjects.

At the age of 14 the lad should be removed and placed in a good public school; by this time habits of thought and mind will have become formed, and although the general course of study may not be precisely what has been indicated above, yet the pupil, having his career in his mind's eye before him, will naturally select and give attention to those subjects which may be of future benefit to him.

Without making any invidious selection, the writer instances King's College, London, as being an establishment which, by the judicious division of its school, particularly into two sections, viz., classical, A., and commercial and general, B., endeavours so to shape its course of study as to benefit its pupils in after life, and refers to it with much pleasure.

Finally, provided the position and means of his friends admit of it, three years at one of the Universities may be spent with advantage, to obtain, if

C. E. Amos, Esq.

possible, academical honour, and make acquaintance with fellow students, who may be useful to him in after-life.

In doing this, every spare moment should be given to acquiring knowledge of every trade mystery and handicraft possible. The operations of the builder, joiner, smith, whitesmith, &c., &c., should be minutely scrutinized, and careful notes made at leisure, with sketches of them. Every important work during holidays and leisure moments should be visited, and every kind of general knowledge acquired, preparatory to entering a civil engineer's office, and thus entering the profession.

For the mechanical engineer in embryo a somewhat different course may be adopted.

He should be sent to school equally early, and the course of study may be the same as before mentioned excepting that Greek may be advantageously dispensed with, and in addition to drawing as there described the habit of "sketching from memory," should be carefully taught and sedulously cultivated.

The importance of this is obvious when we consider how frequently the mechanical engineer is placed in situations where, however important to him it may be to obtain a record of a piece of work, circumstances render it absolutely impossible for him to do so on the spot.

At 15, having had two years at a public school, he should enter a workshop where every energy he possesses should be employed in becoming a skilful handicraftsman, and if he be enabled during the six years of his apprenticeship to pass a portion of it in one of each of the branches of it, viz.,

Moulding, pattern making, turning, and fitting, so much the better.

Three nights of each week should be devoted to the maintenance of his mathematics, and every opportunity of attendance at a course of lectures belonging to the general sciences should be embraced.

At the age of 21, although his apprenticeship would have expired, he should still regard himself as a learner, spending at least two years in some first class workshop, and devoting all his leisure to the acquisition of professional knowledge, when if he has made proper use of his time he will be competent to obtain honourable employment or an appointment in his profession.

It by no means follows that the education of an engineer terminates here; he will during a whole lifetime be perpetually learning.

In a journey by railway the fittings and arrangement of a locomotive engine, the design of a sleeper, or switch, or the latch of a horsebox, after being looked at for the thousandth time, may find him material for a useful idea.

Of all things the facility of design and construction is one of the chief excellences of the mechanic; a man with a perfect knowledge of natural principles and theory may be unable to design the most ordinary piece of mechanism, while another having this facility may be placed in the midst of the backwoods and be enabled not only to design his machine but from fertility of expedient and the use of means at his command be enabled to construct it also.

It was this faculty which rendered the millwright* one of the most valuable of mechanics, and although the division of labour, multiplication of machine tools, and other causes are occasioning the rapid disappearance of these men, yet there is no master or foreman of a factory who does not lament their gradual extinction when a difficult out-door job occurs.

This constructive and mechanical skill are the same now as they were 2,200 years since, and the vivid description of the handicraftsmen given in Isaiah, xliv., 12, 13, 14, apply literally at the present day.

The possession of this skill is a blessing to any individual, and as a nation is but an aggregate of individuals, that nation must exercise the greatest influence in the affairs of the world which has it.

It was the possession of this which enabled Tyre to sustain from Alexander one of the most obstinate sieges on record, it was this which enabled Archimedes to baffle for a long period the power of ancient Rome, and the neglect of it must obviously be one of the causes which will hasten the decline and fall of an Empire.

C. E. Amos.

* Among whom may be named the late John Rennie, John Penn, Sir William Cubitt, and many others who afterwards rose to eminence in the higher branches of the profession.

Tuesday, 2nd May 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
REV. FREDK. TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. JOHN SAUL HOWSON, D.D., called in and examined.

Rev. J. S. Howson, D.D.

2nd May 1865.

2546. (*Lord Taunton.*) I believe you are connected with a great educational establishment in Liverpool?—Yes.

2547. What is that establishment?—It was founded under the name of "the Liverpool Collegiate Institution for the education of the trading classes;" but the name has recently been changed to "Liverpool College." The alteration of name is connected with a gradual change, not in the constitution of the place, but in the relation of its parts, and, in fact, indicates the manner in which the original scheme has been modified, and in which the institution has grown up: and this change I should be glad to describe to the Commission, if it is desired.

2548. (*Lord Lyttelton.*) Whom did you succeed?—Mr. Conybeare was the first head master. He was there six or seven years, and I succeeded him, and have been now 16 years in my present post.

2549. (*Lord Taunton.*) What is the legal *status* of this institution?—That is a very difficult question to answer clearly. I am afraid the legal status is extremely anomalous, and could hardly be a precedent for any other place, but I will endeavour to state it as clearly as I can.

The place was founded from a sense of the need of a solid and religious education for the classes contemplated, and a large sum was subscribed, but not enough in the first instance. The whole cost was about 35,000*l.*, but when the building was raised it was found that there was not sufficient to pay for the land and for the building. The intention was to mortgage, and to get over the difficulty in that way; but I have been told that it was found that a mortgage was impossible, without obtaining the consent of all the donors, or of their representatives if they had died. So that a very great difficulty occurred, inasmuch as a large number of the principal donors had made themselves jointly and severally responsible for the payment of the sum required. They began to be uneasy and anxious, and the solution of the problem was found in this way:—The land belonged to a Mr. Shaw, who did not care about receiving the payment for it, if he received the interest, and what was called a deed of arrangement was made, by which all those who had been responsible in this way were to pay their proportion, and the legal estate remained meanwhile in Mr. Shaw. He was bound, on receiving payment, to convey the property to regularly-constituted trustees, and meanwhile provision was made to prevent the building from being ever used for any purpose except for that for which it was erected. In due time money was raised to repay those who had advanced those sums. The legal estate then remained and still remains with Mr. Shaw. If no further change is made, the

Rev. J. S. Howson, D.D.

2nd May 1865.

property will descend to his heirs clothed with the trust I have mentioned.

I was very anxious under that state of things some years ago, and I urged our directors to inquire into it, and either to get a charter or to have the property formally conveyed to selected trustees, and legal opinions were taken; but it appeared to be the opinion of the lawyers that nothing could harm the institution; that all was safe for the future; that, as regards safety, there could be no change even for the better. It is a very anomalous state of things, but I am told that we are perfectly secure. This very year, however, the subject of a more regularly-constituted trust is again under consideration.

2550. This institution, therefore, is not what is called a proprietary school?—No; it is not at all a proprietary school. The proprietary element is entirely absent.

2551. (*Lord Lyttelton.*) That is as to the land and the building. But is there no body of proprietors who have any control over any part of the school arrangements?—There are directors, but no proprietors. I am happy to say there is no one whatever who has any pecuniary interest in the institution. The only thing approaching a proprietary principle is this: that a certain number of those who gave the largest sums were allowed to send one or two boys to be educated free of cost; but those cases are dying out, and there are only three cases where the right is hereditary, simply because the sum given was very large. No place could be more absolutely free from any proprietary element.

2552. The school was established by voluntary contributions, without any reference to repayments?—Entirely; without any reference to repayments whatever. It was simply that the people of Liverpool gave 35,000*l.*, and that the school is now self-supporting.

2553. (*Lord Taunton.*) How are the masters paid?—There again I think rather an unusual method has been adopted, but it can very easily be stated. When the first year after the opening of the schools had elapsed the question of the payment of masters arose; (the payment of the masters first appointed had been guaranteed for 12 months;) then this plan was adopted. Assuming that the receipts of the school were 6,000*l.* (which I believe is about the sum which was received that year), it was found that one quarter of that about covered the fixed expenses, including the salaries of the secretary and porters, rates, taxes, and other fixed payments. The remaining three quarters were assigned for the payment of the masters; thus, if a master theoretically should receive 100*l.* a year, he had assigned to him 100 portions of that divisible sum, which at that time exactly made the amount required. 100 of those shares then were equal to 100*l.* Unhappily, after a little time, the schools fell, and, at the time of my appointment, each master was receiving what in mercantile phrase would be called 15*s.* in the pound. Since that time there have been variations, but now I am glad to say we are receiving from 23*s.* to 25*s.* in the pound.

2554. (*Lord Stanley.*) If I understand rightly, the principle of that arrangement is that the masters were paid in proportion to the prosperity of the school?—Yes.

2555. What are the fees paid by the pupils?—The fees paid in the upper school, which is a school for the Universities, and for those in the same rank of life, are 22 guineas a year; in the middle school, 11 guineas; and in the lower school again, about half the fees of the middle. There are now no "extras." That represents the whole, except a small sum, a few shillings, paid for drill and for stationery. It has been found the most convenient plan that there should be a separate payment for stationery, and then the boys are not required to bring their

own slates or paper. The military drill was established more recently, and again it appeared the most convenient course to make a small charge of a few shillings a year.

2556. What are the number of pupils at present in the school ?—At this moment there are 909.

2557. In all the classes?—Yes. In the upper school there are 175, in the middle school 330, and in the lower school 404.

2558. (*Lord Taunton.*) What, generally speaking, are the class of boys respectively sent to these three divisions of the school ?—The boys in the upper school are the sons of merchants, brokers, bankers, clergymen, lawyers, also of the more wealthy tradesmen ; in the middle school they are principally the sons of the better class of shopkeepers, and also the more wealthy (if they may be called wealthy) portion of that large class of people called clerks, and of professional men whose means are somewhat restricted, such as many clergymen, medical men, and lawyers ; in the lower school we come to the small shopkeepers, and to the educated artizans.

2559. Is there any mixture of these boys ?—No; they are absolutely separate. The line of buildings is so arranged that they cannot mix in school hours. There are separate playgrounds, separate dining rooms, and separate entrances.

2560. (*Lord Stanley.*) In point of fact your college consists of three separate schools ?—Yes.

2561. (*Lord Taunton.*) Have they three separate sets of masters ?—Yes, absolutely separate. The middle and lower schools have each their own head masters.

2562. Is there no point of union whatever between these schools ?—There is first the point of union of a common name and a common range of buildings ; there is the common bond of union that the boys all wear college caps ; distinct from one another, but still college caps. Those are slight bonds. I suppose I am the real centre of union. But there is just one other link of connexion, which is this—every half year one boy can be "nominated" from the lower school to the middle school by election from merit, without any increase of payment ; and one boy from the middle school to the upper in the same way ; and of course that stream of promotion might reach the Universities. We have had several boys who have risen in this way to very good positions at the Universities ; but only one boy is so nominated in the half year, and there is this further limitation, that there cannot be more than six promoted boys in the upper school from the middle school at one time, and not more than six in the middle school from the lower school.

2563. Do you personally exercise a general inspection over the whole of these three schools ?—Yes. I am bound to do so ; that is in fact my main business.

2564. Is it one block of building ?—It is one block of building with one entrance in front, which opens upon the staircase of the upper school, and two entrances at the ends which open upon the staircases of the two other schools. The schools are separated on each landing by partitions, vertically, from top to bottom.

2565. (*Lord Stanley.*) You called it one block of buildings ; but in fact it is like three houses joining one another in the street ?—It is, except that the partitions are not quite so defined as the walls of the houses ; and a greater or less space can be given at pleasure to any school. Practically, however, it is so. No boy can get through the barriers without the risk of punishment.

Rev. J. S. Howson, D.D.

2nd May 1865.

2566. (*Lord Taunton.*) Do you give direct instruction as a master to either or all of these schools ?—In the upper school I share the classical instruction of the first class with another master called the senior classical master, and I give all the religious instruction of that class and take their English work. By that means I have a personal hold upon the head boys of the upper school, who in fact consider themselves to be connected specially with myself. I also take a little instruction in the junior part, but that is merely from a necessity of the time table. Every now and then it happens that we cannot fill up an hour, and at present I am taking a French class in the lower part of the upper school. That is a matter of convenience. Another year I might take a class in Latin or in something else. In the middle school I give instruction in religion every Monday to the head class. In the lower school I give no instruction, except when the time comes for preparing for confirmation : but that subject perhaps would naturally fall under another head.

2567. (*Lord Lyttelton.*) Are there any boarders ?—Yes ; there are about 50. The system is this,—that no one can keep a boarding house except a master, and that no boy can come to our schools unless he lives with his parents or with a master. Any exception that may be permitted is made by myself in harmony with the spirit of the rule. For instance, a boy might come from Demerara (I am speaking of a case which occurs to me at this moment), to whom some family in Liverpool may practically be his guardians, though his parents may be living. The parents might wish to send him to no one else. In such a case I should feel no scruple in making an exception ; but there can be no boarding establishments except those held by masters ; any master can take boarders, and about five masters do.

2568. Suppose a parent at a distance wishes to send his boy to the school, and has an acquaintance in the town with whom he would be content that his boy should live, would that be allowed ?—No, not unless some case could be made out showing that the spirit of the rule was kept ; that practically this family stood in the relation of guardianship to the boy. In fact I have no right to break the rule at all ; still I feel that there are a few exceptional cases.

2569. The effect of that would be that the school would be as localized a school as possible ?—That was undoubtedly the intention. There were two other reasons for the rule. One was this,—it was felt that if one person were allowed to establish a boarding house in a town like Liverpool, others might also do so, and we should have no control over them as regards discipline : and secondly, that the exclusive power of taking boarders is a means of adding to the master's income.

2570. (*Dr. Temple.*) You said that there was one boy promoted every half year from the lower to the middle school, and one from the middle school to the upper school ; do you find practically that that is enough ? —I think it is about enough : and one proof, as it seems to me, is this, that of the six boys promoted to the upper school it is very likely that three may go to business and not to the University ; besides that, if there were a much larger number I think it would injure the upper school, because the opinion would get abroad that as the nominated boys were clever boys, those who had been in the upper school throughout would be contending at a disadvantage.

2571. Then you think that that really is a sufficient provision for those who show any superior talent ?—I think so ; because there are many other cases where boys do go to the upper school at the wish of their parents. It very often happens, when a boy shows ability or energy, that without waiting for the nomination his friends decide to

send him there at once. Similarly, there is often a voluntary transference from the lower school to the middle.

2572. They are able to do that simply on paying the higher fees ?—Yes, in a moment. The defining line of separation between the three schools is a pecuniary one ; people assess themselves at their own *status*.

2573. Is there no other free education ?—Yes, a good deal ; and that will give also a further answer to the question. We have now a system of scholarships which provide free education under certain conditions, and of course the most promising boys obtain these. Some of these scholarships have been founded by those who originally gave the money to the institution. For instance, if some merchant in Liverpool has the power of appointing one boy free, he has frequently been asked to make his nomination a scholarship open to competition. We have had many such cases. Besides that our savings have recently enabled us to establish a considerable system of scholarships, which will gradually increase. Two years ago about 5,000*l.* had been saved, which sum was invested. From this source there is a system of scholarships in all three schools which give free education thus :—each scholarship is tenable only for half a year ; but a similar scholarship can be obtained by the same boy under similar conditions at a higher stage. Some of these new scholarships are decided on entrance, or according to position in the "University local examinations ;" but most of them depend on proficiency in school work in reference to age. If a boy gets a scholarship for being the highest boy above twelve, the next year he may probably get a similar scholarship for being the highest boy above thirteen, and so at fourteen and fifteen. Thus a boy whose character and ability hold firm during a series of successive years may obtain his whole school education gratuitously.

2574. You referred to conditions ; will you specify what the conditions are for gaining these scholarships ?—The condition of most of them is simply the condition of age. A boy elected in this way can only hold a scholarship for half a year, and if he is above the age the next half year he cannot compete for the same.

2575. What is the competition in ?—It is merely according to the position in the class list. The question settles itself at the end of each half year. The boy above twelve, for instance, in the upper school who is highest in the class list at the end of that half year, obtains a scholarship, and the next year has his education free.

2576. In what subjects are they examined for the scholarships ?—The common school subjects. The marks of all the lessons are added together, and, at the end of the half year, the classes are arranged according to the marks : thus the class list decides these scholarships.

2577. Then that includes something else besides classics ?—It includes everything. In the upper school, for instance, it includes classics, mathematics, arithmetic, French, drawing, history, geography, and religious instruction, with German and natural philosophy in certain classes.

2578. (*Lord Lyttelton.*) Are the masters allowed to make their own terms as to the boarders ?—Yes ; but practically there is a general average level which is found to be the right one.

2579. Is the whole regulation of the boarding houses left to the masters themselves ?—There is no formal rule. There is nothing printed or written on the subject, but I should practically consider that I have a supervision over the boarding houses, and if anything went wrong I should certainly interfere.

Rev. J. S. Howson, D.D.

2nd May 1865.

2580. (*Lord Taunton.*) I suppose the boarders are principally those who attend the upper school?—Nearly entirely. There are some in the middle school.

2581. (*Mr. Erle.*) What title should you have to interfere?—I do not think I should have any title, except the title of a common friendly understanding. There is perhaps this title, that I have the appointment of all the masters, and if I were to find that a master took so different a view from myself, I think we should not continue to work happily together.

2582. (*Lord Lyttelton.*) Have you the power of dismissal of the masters?—Yes, absolutely. No question is ever asked either as to appointment or removal; but I am happy to say that, if a master wants to keep a boarding house, probably the first thing he does is to ask me to come and see it and make myself acquainted with everything, and thus I can serve him by describing his domestic arrangements. There has never been the least difficulty.

2583. (*Rev. A. W. Thorold.*) I think you said that the boys of the different schools are not allowed to mix?—Not on the school premises.

2584. Does that include play time as well?—They cannot mix in play time on the school premises. If they play elsewhere, or at home, of course I have no control. That is a domestic question. Besides, the play grounds attached to the building, which I am sorry to say are only large yards, there are cricket fields, but these cricket fields belong to cricket clubs in the different schools, and the upper school club would possibly not allow a middle school boy to go into it; and, in the same way, the middle school club could keep the field to itself.

2585. If you had it in your power to break down the barriers between the different schools, would you do so?—Certainly not. It would entirely alter the whole constitution of the place. They are three schools as distinct as if in three separate parts of the town, and they are only in one building because the premises are so arranged for convenience.

2586. You spoke of the average cost of a boarder: how much is that?—The average cost of a boarder is 35, 40, or 45 guineas a year, and some four guineas for washing. It might, I think, be roughly put at 45 guineas.

2587. Does that include school fees?—No.

2588. (*Lord Taunton.*) Will you have the goodness to describe to the Commission the constitution of this institution, that is to say, the relation of the principal to the Committee, and the relation of the masters to the principal, and what the Committee is composed of?—The present constitution was laid down in paper circulated by those who began the undertaking, and is this: One hundred gentlemen, who gave the largest sums, were appointed life governors. The first appointment of life governors was made by the Provisional Committee, which had been formed for completing and organizing the institution. When they were ready to form a constitution this Provisional Committee passed a law that there should be in the first place one hundred life governors, and the first hundred were those who gave 100*l.* or more. Here of course I am giving a history which I have learnt from others.

2589. (*Lord Lyttelton.*) The Provisional Committee were, I suppose, self-constituted?—They were chosen by the first donors. The duties of the life governors are, in the first place, to fill up their own number, which they do at a meeting every year; their second duty is to receive a statistical report from me; their third duty is to appoint the directors: and with them rests the confirming or annulling of any new rule, or

alteration of an old rule, which the directors may submit to them for that purpose. Those directors are practically the body with whom I have to do. There are 36 of them. Twelve of them go out every year, but are eligible for re-appointment ; and their duty is to appoint me and to dismiss me, which they could do by a majority of one.

2590. You hold the office during good behaviour ; it is not an annual appointment ?—No. I am anxious to put before the Commission not only a fact, but a strong conviction of my own, which I may perhaps take the liberty of stating. I believe no constitution could work so well as that which we have, namely, that I should be absolutely removable at a moment by the directors, and that all the masters should be removable at a moment by me.

2591. (*Lord Taunton.*) Without cause assigned ?—Yes. I should have no remedy.

2592. You state you believe that to be a very good constitution with regard to these matters ; can you favour us with any grounds on which that opinion rests ?—I think that if the masters were either wholly or partially appointed by the directors, parties might be formed among them against me, which would disorganize the whole school-work : and I think that if the directors had not an absolute power over me, the school might be in a very low state through my fault, and the public would have no remedy. Those are the chief reasons why I entertain this opinion.

2593. Do these directors interfere with your management of the school ?—Not in the least, and they have never shown the least wish to do so. They have the right to lay down the general scheme of studies ; but this was done at the outset, or rather my predecessor's scheme was approved, and nothing has been said on the subject since. All details of education as well as discipline are left to me.

2594. As I understand, they have but one power, that of dismissing you ; but as long as you are there, you have absolute power ?—Yes ; except that they have control over the money of the institution, and they also have the power of assigning the incomes of the masters. Practically that point is settled in this way. In choosing a master I arrange with him what his income ought to be. Then I go to the directors and say, "I have appointed such a master, and his income ought, I "think, to be so and so ;" and that latter point they enter upon their books, "let his income be so and so." The appointment is my own absolutely, but I am very anxious that the settling of the income should be known to be theirs, because it would put me in a very false position if I had a recognized pecuniary responsibility. No doubt it comes to this practically, that I fix the incomes.

2595. (*Lord Lyttelton.*) They have the whole power of the purse then ?—Yes.

2596. (*Lord Taunton.*) You have stated that the directors do not interfere either with the studies or with the discipline of the school, but leave that altogether to you. Do they ever enter into any discussion with you upon these subjects ?—No, never.

2597. Or ask for explanations, or make any suggestions ?—No. If any complaint were made to them they would send it at once to me. I do not remember any case occurring. I recollect cases where parents threatened to complain to the directors, but I think they have been told that the letter would be sent back to me, and I am not aware that any such complaint has ever been made.

2598. (*Lord Stanley.*) You say it would be sent back to you ; do you mean in order that you should give an answer to it directly, or that you should report upon it to the directors ?—No ; in order that I

Rev. J. S. Howson, D.D.

2nd May 1865.

should answer it directly. They would feel that they have no power whatever in the matter.

2599. (*Lord Taunton.*) Have you been in the habit of consulting the directors, and asking their opinion on any point?—Not on any point of education or discipline, except that I might have individual friends among them with whom I might talk, but never officially. I do not remember any case where any question either of discipline or education was officially raised.

2600. Your independent action is left absolutely uncontrolled, not only in theory but in practice?—Certainly in practice. Theoretically I might be limited by instructions as to courses of study.

2601. (*Lord Lyttelton.*) Do the directors meet periodically?—Yes. The Board, which is the general committee, meet once a month. The body of directors with whom I am in communication monthly is called the "Education Committee." It is a body carefully selected from the general body. They also meet once a month, and their minutes are handed over to the Board. If the Board wish to see me on any question, they invite me to be present.

2602. What have the Education Committee to do with education?—They have the power to prescribe the courses of study; but in practice their work has been rather that of a finance committee, relating, for instance, to repairs, drainage, purchase of school fittings, &c. In so large a place there must be exigencies of this kind, costing more than I should feel justified in spending. If any sudden requirement occurs I feel no objection to order the work to be done, and then report it, but I feel very scrupulous as to meddling with pecuniary responsibility.

2603. (*Lord Taunton.*) Is there any permanent chairman on this committee of directors?—Yes; the rector of the parish is the permanent chairman.

2604. (*Lord Lyttelton.*) They are all local people?—Yes; they are generally merchants and clergymen.

2605. Are they elected annually?—No; one third of them are elected annually, but the outgoing members are generally re-elected.

2606. (*Lord Taunton.*) Are there any regulations or byelaws which these directors in any way interfere with, that bear at all on education or discipline?—No. They can present to the life governors any rule for alteration, and have occasionally done so.

2607. (*Lord Lyttelton.*) They have the power, strictly speaking, at any time of retrenching the salaries of any of the masters?—Undoubtedly they have that power. With them, theoretically, rests the absolute power of fixing the incomes of all the masters.

2608. (*Lord Taunton.*) There is a secretary, I believe?—Yes.

2609. What are his duties?—He is the financial officer. His primary duties are to receive all the fees, and to dispose of them according to the directions of the treasurers; to summon meetings; to keep the minutes of the different committees; and to conduct the correspondence connected with economical business. He also helps me, so far as I require, in correspondence connected with school business.

2610. (*Lord Lyttelton.*) Is he paid out of the funds of the schools?—He is paid out of the one-fourth which is taken for fixed expenses.

2611. (*Lord Stanley.*) You spoke of life governors; have they any functions? Is their title purely honorary?—Their duties are to appoint the directors, one-third every year. They alone sanction the alteration of a rule, and only by a defined majority. For instance, the change of the name, or the condensing of the name into a name that had become current and customary; that was sanctioned by the life

governors about a year ago. No other change in a fundamental rule has been made since the building was erected.

2612. The principle, as I understand it from your statement, is that of concentrated responsibility ?—Yes.

2613. (*Lord Lyttelton.*) Is all this which you have told us to be found in a written constitution ?—Yes ; it is.

2614. You have the absolute power of expelling any boy without appeal ?—Yes.

2615. (*Lord Taunton.*) No control over corporal punishment or anything ?—No, none whatever.

2616. (*Dr. Temple.*) You spoke of savings just now ; how are those savings made ?—The quarter which the directors receive is now more than they want, and they of course apply the surplus in some way to the educational purposes of the place.

2617. You mean that which they receive from the fees of the boys ?—Yes ; the fees of the boys are our only source of income ; and the directors, when they have paid the fixed expenses out of the quarter devoted to that purpose, have nothing to do but to invest the remainder and apply it according to their judgment for the good of the college.

2618. How much do they invest out of that quarter ; do you know ?—The first investment was two years ago. They then invested 5,000*l.*, and since that time additional savings have been accruing and increasing.

2619. (*Lord Lyttelton.*) Except the current income, these savings are simply the sums of money that are invested ?—That is all.

2620. (*Dr. Temple.*) They therefore founded these scholarships which you have spoken of ?—Yes. The scholarships are founded from the interest of that sum which was invested in this way. The masters are paid for educating the boys who receive their education free, but the parents are relieved from the cost of the boys getting the scholarship as the result of competition.

2621. Do they prescribe the conditions of the scholarship ?—The conditions are laid down in a printed paper. Most of the scholarships are awarded to the highest boys under certain ages at the end of each half-year, according to the class-list.

2622. But these rules are laid down by the directors, not by you ?—They are laid down by the directors. Practically the secretary drew up some rules for their approval, and they were adopted without much change.

2623. Practically they were your rules, though laid down by the authority of the directors ?—The credit of them is entirely due to the secretary, but have my hearty agreement. The scheme of scholarships has been a very favourite one of his, and it was a great pleasure to see a sufficient income to realize this scheme. The present arrangement is made for three years, after which time it is open to modification, and I think some changes will probably be made.

2624. You said the college had lately changed its name ; was that in consequence of any change in its constitution ?—Not in its constitution exactly, but in the relative proportions of its parts. For instance, when the place was founded it was very mixed and complicated. Not only were there day schools, but there was a large system of popular lectures, and a large system of evening classes. Besides that, when the place was first devised, no upper school connected with the universities was contemplated. The changes that gradually took place were these ; first the upper school was added, forming a direct link of connexion with the universities. Then as time went on, the three day-schools prospered more and more ; the lecture system dropped

Rev. J. S. Howson, D.D.

2nd May 1865.

more and more; the evening classes too became less, and our success at the universities, I am happy to say, increased. We found that the name "Collegiate Institution" gave a false impression to the universities and elsewhere. The popular view of a collegiate institution was not exactly, we thought, in harmony with the position which we had reached.

2625. (*Lord Stanley.*) You were in danger of being taken for an athenæum?—Yes, a sort of mechanics' institute. Besides that, the name "College" had grown up to be customary in the town. I proposed to the life governors that the name should be condensed into that of "Liverpool College," partly because I liked it better, and partly because it would give a fairer impression, and I was not at all sorry to have a permanent record of the new attitude of the place. I was very glad that the mechanics' institute element had dropped off, and the school element become stronger.

2626. (*Dr. Temple.*) Then the evening classes and lectures have disappeared?—No; the evening classes go on, but are relatively unimportant. I should be sorry to see them discontinued. Indeed, they are larger than formerly, containing about 200 pupils. I do not reckon them as schoolboys. They come in the evening to get tuition in French, Latin, book-keeping, or writing, and the plan is very useful, I think. So long as it is kept extremely subordinate I should be sorry to see it discontinued.

2627. Are these evening classes taught by the masters of the school?—I am sorry to say they are.

2628. (*Lord Stanley.*) Does it not come very much to this, that you are now working for the benefit of a higher class socially speaking than you originally contemplated?—I think hardly so, because the number in the lower school is larger than it ever was. It is rather a wider area of social life that we cover, than that we have receded from any ground which had been previously occupied. I speak here of school education, not of the evening classes.

2629. (*Dr. Temple.*) You have added something?—Yes. The lecture system did not educate at all. It created a delusive impression, and injured our character before the public, though I have no doubt the lecturers were chosen very carefully.

2630. (*Mr. Erle.*) You, of course, appoint your under masters; do you appoint the masters of the two lower schools yourself?—Yes.

2631. Do you also appoint their assistant masters?—Yes.

2632. And you remove them, if necessary?—Of course I should not act without consultation with the head masters of the lower and middle schools, but they have no more power in this matter than any other master.

2633. (*Lord Lyttelton.*) There is a head master of the upper school as well as of the other schools?—I am the head master of the upper school. If there were another head master I should then be entirely dissevered from any direct hold on the boys, and I think unless I had a personal hold on the head boys of the school their allegiance would go to somebody else, and I should be a mere inspector. Some of our directors have wished me to take that line of proceeding, and have advised me to be a mere examiner and inspector, and not to teach at all, but as I am free to do as I like and I was not persuaded, I followed my own course.

2634. (*Rev. A. W. Thorold.*) Has any Act of Parliament been procured for the College?—No.

2635. Can you tell us roughly the gross income of the college for the last year?—I am afraid I cannot; I only know that it was 6,000*l.*

when the present arrangement was made, and that then the number of boys was about 500; now it is 900. I suppose the income is now to 6,000*l.* as 9 is to 5; I should think so. Of course that information I could get most minutely if required.

2636. (*Dr. Storrar.*) The upper school has increased, in fact the upper school has been added?—It was added to the original scheme; but when the place was opened it had been added already. Two schools only were contemplated originally; but the scheme was modified before it was matured.

LORD STANLEY IN THE CHAIR.

2637. (*Lord Stanley.*) You have told us something of the social status of the pupils generally. I think we understand from you that it extends from what may be called the highest part of the middle class down to the higher class of artizans?—Yes. It comes down, I may say, to the edge of the best national school, while at the other end it touches our Liverpool highest class.

2638. It covers the whole intervening space between the class who go to the great public schools and the class who attend inspected national schools?—Yes.

2639. (*Lord Lyttelton.*) The highest class who do not wish to send their boys away from Liverpool would send them to you?—Yes; we sometimes have a boy who has or has had a brother at Eton or Harrow.

2640. (*Dr. Temple.*) Are the masters of the schools all university men?—No; they are all university men in the upper school, and there is a sprinkling of them in the other schools. The men whom I am now able to get for those schools are such men as would otherwise perhaps have schools under the National Society, or the British and Foreign School Society.

2641. (*Lord Lyttelton.*) Certificated masters?—Several certificated masters are drifting to us now, and I find that going on much more than before. Ten years ago I wanted to get certificated masters and could not, but recent changes in the legislation in connexion with the Privy Council are loosening a great many men who look out for such posts as we can offer.

2642. That applies to the lower and middle schools only?—Only to those two. It might possibly apply to such a person as the writing master in the upper school.

2643. (*Dr. Temple.*) What proportion of the masters in the middle school are university men?—Out of 10 or 12 in the middle school four or five are graduates or graduating. They are all either London or Dublin graduates. There are no Oxford or Cambridge men, and there seldom have been Oxford or Cambridge men in the middle or lower schools, except in the head mastership of the middle school.

2644. What is the average scale of income?—Remembering of course that 70*l.* means now 70 times 23, 24, or 25 shillings, the incomes run thus: in the first place the two vice-principals have 300*l.* a year.

2645. What do you mean by the vice-principals?—There are two masters who are appointed vice-principals by myself. One of them is at present the head master of the middle school, and the other is either the senior classical or senior mathematical master of the upper school. It is an honorary title. The office does not involve any duties beyond that of special friendly co-operation with myself; and the incomes would descend to as little as 60*l.* or 70*l.* a year for a young man helping in the preparatory department of the lower school.

2646. (*Lord Lyttelton.*) Would he be a resident tutor having 60*l.* or 70*l.*?—No one is resident; he would live at home in lodgings.

Rev. J. S. Howson, D.D.

2nd May 1865.

2647. Do none of the masters live in the building ?—No; there is only a porter there to take care of it. It is merely a great collection of schoolrooms.

2648. (*Dr. Temple.*) Are you able with these salaries to get thoroughly satisfactory men ?—Yes. There is of course a good deal of serious thought connected with the appointment of each new master. That is, perhaps, my most anxious duty, but I have succeeded in obtaining a very good staff of masters, and there is no falling off in this respect.

2649. (*Lord Lyttelton.*) Is not your own house a part of the building ?—No; I have no house. I ought, perhaps, to state my own income. My own income is 700*l.*, or 700 of these portions. Besides that, some years ago, the place having prospered a good deal, the directors assigned to me 300*l.* more from the quarter which is in their hands for fixed expenses, that is, supposing there were 300*l.* a year left. If the schools were to fall, that quarter might diminish to the necessary minimum for fixed expenses, and the 300*l.* would dwindle to nothing; but at present there is 300*l.* to pay to me and something to save besides.

2650. You have no actual guaranteed income ?—No; I have only 700 of these portions guaranteed, and if the schools were to fall, it would be 700 times whatever each such portion would be.

2651. They are now, as you may say, at a premium ?—They are at a premium of from three shillings to five shillings.

2652. (*Lord Stanley.*) You are all paid by a per-centage on the profits ?—Yes.

2653. (*Lord Lyttelton.*) What is the age of the boys in the three schools ?—In the upper school the youngest boys who come to us are seven or eight; but that is rather an extreme case. The more common age for a boy to come at is 10, and they stay with us till they go to the universities or to business.

2654. At 16, 17, or 18 ?—Yes.

2655. (*Lord Stanley.*) I suppose the great majority do go into business ?—Yes, the great majority. In the upper school we have now 175 boys, and certainly five would be a large number to send annually to the universities. I think four would be nearer the average.

2656. (*Mr. Acland.*) By the universities do you mean Oxford and Cambridge ?—Yes. It is very seldom we have a boy going to Dublin.

2657. Or to London ?—No; I think we have never sent any to London.

2658. Do you not send boys to the medical profession ?—Yes; considerable numbers.

2659. Do not some of them go to London ?—They are beginning now to talk about the London examination more than formerly, but I do not remember any boy that passed the London University matriculation examination from our upper school. We have a medical school in Liverpool, and the general course of our medical boys is that they follow their earlier course at the infirmary and then afterwards go to Edinburgh or Dublin; but I do not recollect a case of a boy going to the London University.

2660. (*Lord Stanley.*) Have you any means of ascertaining, in however rough a manner, the per-centage of your pupils who go into various occupations ?—Yes; I think we could easily do that, at least roughly and approximately. It would take a little time to do it, but we know the history of the boys for the last year or two quite well enough for that. We know what every boy is going to do when he leaves us, speaking generally.

2661. (*Lord Lyttelton.*) You have told us the age of the boys who come to your upper school. What is the general age of the boys in the other schools ?—The age of entering would be about the same in all three. As to the age of leaving, in the upper school the boy who goes to business on an average goes at 16½. I have watched the averages for many years, and it is very nearly uniform. In the middle school the average age of going to business is as nearly as possible 15, possibly 15¼ ; but I think that is rather more than the average. In the lower school it is about 14¼.

2662. The lower school consists of boys who go to shops ?—The majority of them begin as apprentices in offices. The great ambition of a boy in Liverpool, if he belongs to a small tradesman's family, is to become a merchant. He goes into an office, and if he shows ability and good character he may rise to be a merchant. They do not like going into shops nearly so much as into offices ; but merchants like to have a boy of that kind young ; they can make him more useful.

2663. In all the classes, as I understand, they appear very often to come to you as the first school they go to. They come from home ?—Yes, that is what we are most anxious for. A very large number come from other schools, and those boys constitute our great school difficulty. I do not at all mean to say anything against the other schools, but the mere fact of boys coming at various levels, even from better schools than ours, creates very great difficulty in fitting them into their places. One object in making our new scholarships open to the competition of young boys is to persuade parents to send boys to us early, and we find that the boys who begin young with us do the best generally.

2664. You are glad to have the boys come to you as the first school ?—Yes, but I am sorry to say that the average time that a boy in the upper school remains with us (leaving out the boys who go to the university, who stay very much longer), is not more than three years, and in the middle and lower schools not quite as much, before going to business.

2665. Did you not say that the average age in the upper school was about 10 ?—I meant the average age at which they come to begin their school life. I excluded those who come there from other schools ; I spoke of the average age of absolute beginners.

2666. Take the whole number of admissions, the average age is what ?—I am afraid I cannot tell you, but I could easily ascertain this. It must be more nearly 14 or 15 in the upper school, where the average time of stay is about three years.

2667. The average age at which they leave in the upper school, I understand, is about 17 ?—Yes, rather less.

2668. (*Lord Stanley.*) With regard to the discipline of the school, how do you contrive to maintain discipline out of school hours ?—Out of school hours I have no real power, except in the school playgrounds.

2669. Are the boys in the intervals of school hours limited to the playgrounds until the hour when they go home, or are they free to go about the streets as they please ?—Within the limits of the school hours they have no right whatever to leave the buildings or the playgrounds. These being day schools, the boys come at nine in the morning and leave at twelve, and come again at two, and leave at five. In those intervals they are under school discipline. There are no play hours in those periods, but there is an interval for play and dinner between twelve and two. They go home to their dinner unless they dine in the building. If they do so they are under discipline.

Rev. J. S. Howson, D.D.

2nd May 1865.

2670. If they go home to dinner you lose sight of them?—Yes; but if there is misconduct in the streets we are very likely to hear of it. I always consider that if our boys behave ill in the streets they are liable to be punished. I assume the power, and I think the parents would blame me if I did not.

2671. I suppose the peculiar costume is a great protection?—Yes, I think it is a protection.

2672. (*Mr. Erle.*) Are facilities given for the boys dining in the school?—Yes. There is a dining room in each of the three schools, and there is a contractor who supplies the dinners at a cheap rate, and there is in each school a master who stays in the interval, called the dining master. Other boys dine with the boarding masters. For instance, if a father brings a young boy to me, and if he resides at some distance, one of the first questions I ask is, "where is the boy to go "between twelve and two?" because I do not like the idea of a young boy wandering about without some fixed rule. It is either decided that he dines in the building, and then we know all about him, or he goes to dine with a boarding master, and that is still better.

2673. Have you a contractor in the building?—Yes, an old porter, who knows all about the place. He is not quite so strong as he was, and he has now become the provider of the dinners.

2674. (*Lord Lyttelton.*) Do the majority of the boys dine there?—No; the vast majority do not.

2675. (*Lord Stanley.*) The great majority go home to dinner?—Yes, if they live within two miles they commonly go home, and it is much better that they should do so. They get a walk, and they also see their friends at home. There is nothing to which I should attach more importance than the contact with parental discipline and parental affection. I believe one great secret of our success, if it is success, is the contact with home.

2676. A boy is not separated, as in a great public school, from all his relations for three or four months?—No. The home influence is never lost. If a boy is going on badly, one of the first things I do is to communicate with the parents.

2677. (*Mr. Erle.*) Do you think a very large proportion of the boys, for instance, in the lower school, find admission into offices?—A very large number; all those boys who reach the higher part of the lower school, or most of them. There is a continuous rising up from the shop to the counting-house in Liverpool.

2678. Is inquiry made at the school for boys?—Constantly; but all our best boys can get places instantly. I have the greatest difficulty in supplying a boy when a merchant asks us for one, because, of course, I would not recommend a bad boy, and a good boy has probably got a place without me. The mercantile houses are very much connected together, and the father probably knows some office that he has himself chosen and to which he would like his boy to go.

2679. (*Lord Lyttelton.*) What is the rate of charge for the dinners?—We always have a graduated charge, even for the same thing, in the three schools; and perhaps I may take this opportunity of saying that the stationery, though pretty nearly identical, is charged a little more in the upper school than in the middle school, and in the middle school than in the lower school; and so with regard to drill.

2680. There is a larger profit for the school?—Yes, and it seems fair that it should be so. The charge for a dinner in the upper school is, I think, 8*d.* now; at one time it was 7*d.*, but our contractor says that the price of beef is a little more, and he got leave to charge a penny more. It is a penny less in the middle school and a penny less in the

lower school. 7*d.*, 6*d.*, and 5*d.* would pretty nearly represent the average charges; only if boys dine for a period of not less than a month, the charge is 1*d.* less in each school.

2681. Does that include beer?—No, it includes a single plate of beef or mutton and vegetables, a roll of bread, and a glass of water.

2682. They can have beer extra if they like?—Only if I give special permission on the ground of health.

2683. (*Lord Stanley.*) With regard to those boys who live in boarding houses, what security have you for their return to those houses immediately after school hours?—The greatest possible security, because if they did not return home the master would know it. There would be more security in that case than in regard to boys who live at home, because the very first thing a master would notice would be a want of punctuality, and he would either punish it himself or mention it to the head master.

2684. (*Lord Lyttelton.*) Do I understand that the masters consider themselves as responsible at all for the conduct of the boys when they are passing between their own homes and the school?—A boarding master certainly would, because the walk between the school and the boarding house we should almost consider a prolongation of the school premises; but in all cases if a master saw a boy behaving ill in the street and did not do something, I should think that he was violating his duty.

2685. (*Dr. Temple.*) Do you find the parents ever interfere at all with the discipline within school?—No, never; they could not interfere. Sometimes they write angry letters.

2686. Do they ever complain of the boys being punished?—Yes, sometimes.

2687. Do you find that kind of complaint difficult to deal with?—No; it is not very frequent. Sometimes it happens that the master may be to blame, and then the case is difficult. I have had, perhaps once a year, very awkward cases indeed, where I felt that the master was in fault; but upon the whole I have nothing to complain of. The understanding with the masters is this, that in all little points of discipline they deal with it without saying anything to me; but I ask the masters, the moment a case begins to look serious, to communicate with me privately. I need not appear, but I hold myself ready to deal with the case. The master and I can consult together. No severe punishment ought to be inflicted without my knowing. If that were done it would put me in a very false position before the parent. There are, of course, cases where a parent will say that a boy has been unfairly treated, that a master favours others; but such cases present no difficulty. A little inquiry and friendly conversation soon settle them.

2688. (*Lord Lyttelton.*) Have you the ordinary methods of punishment at the school?—The great method of punishment is detention out of school hours. Our common penalty is detention on Saturday or Wednesday afternoons, or on what we call the "monthly holiday," which is a peculiar institution. The first Monday in every month is our monthly holiday. That enables both masters and boys to go away into the country on Saturday and come back on Monday. It is, however, forfeited by misconduct, and it is a very powerful engine of discipline. There is nothing a boy is so much afraid of as losing his monthly holiday, especially in the summer. Yesterday, for instance, was the monthly holiday and a certain number of boys were obliged to go to school.

2689. (*Dr. Temple.*) Who teaches them?—We take the duty of staying in turns, and the master who stays does as he thinks proper.

Rev. J. S. Howson, D.D.

2nd May 1865.

My plan, when I stay with them, is to make them do nothing; I stay for three hours with the boys doing nothing, and if they move or speak I keep them longer, and I can write letters all the time. I find no punishment so disliked, and they dread my turn.

2690. Do you ever use corporal punishment in the school?—Yes.

2691. Can any master inflict it?—There is no rule on the subject, because the head master of each school has the responsibility of managing this matter as he likes; but the theory on which the original arrangements were made, I believe (but this I only know from hearsay), was this: in all three schools only the head schoolmaster inflicted corporal punishment and the others not: but when I came I found that though the prospectus stated that corporal punishment was seldom inflicted there was really an enormous amount of it; and the change I made immediately was to strike that out of the prospectus, because it looked to me rather like seeking the favour of the public by making a promise; and I set to work to abolish the caning as much as possible. In the lower school the original arrangement still subsists. No one caned but the head master, and that has been maintained ever since; and it is I think the best plan. In the middle and upper schools I have this understanding with the masters. I have thought it best to let the cane remain in their rooms, because I felt that to take it away from them after they had had it would be to degrade them; but I always request them to let it be a mere symbol of authority as much as may be, and to use it as little as possible; and if any necessity for using it severely arises, to communicate with me, before it is done, or else to send the boy to me. Practically, on that friendly understanding among ourselves, we have had little difficulty of late years.

2692. (*Dr. Temple.*) Do you ever use the birch?—Never the birch, only the cane.

2693. (*Lord Lyttelton.*) Do you cane the boy on the hand?—Only on the hand. If a boy is caned anywhere else I am very much annoyed, because I think a cane is not an instrument to be used on other parts of the body. The muscles, for instance, might be injured by a blow of the cane across the arm or leg.

2694. (*Lord Stanley.*) Have you any rule that if corporal punishment is inflicted by a master it shall not be until a certain time after the offence, that it shall not be done in any momentary heat?—I always say to the masters, "never inflict a punishment of that kind if "you feel angry," and all the more sensible masters would make that a rule to themselves. It is because people violate that rule that difficulties occur.

2695. (*Lord Lyttelton.*) Do you find any difference in the minds of parents of the different classes of society from which the boys come as to the objection to corporal punishment?—No doubt there are differences of opinion, but I do not observe that they are in any way connected with differences of social rank. I have sometimes had very angry letters, saying this punishment is contrary to the spirit of the 19th century. On the other hand, I have had letters occasionally, in which parents have earnestly begged me, to use their own expression, "to use the stick more," which I decline to do. I have had letters on both sides. I generally find that a little conversation with the parents sets such matters right, when it is necessary to speak to them at all. Perhaps I may be allowed to add one thing as a matter of experience in the way of discipline. I find it is a bad thing to give very much to write out. It takes up the time which might be occupied in preparing lessons, and it has a tendency to spoil the handwriting.

2696. (*Lord Stanley.*) Is it not a punishment very much of the

same kind as that you spoke of just now ; is it not practically equivalent to doing nothing ?—They dread the one more than the other. The writing out has a tendency to accumulate. It is very easy for a man to say "Write out 50 lines," and then to double the task. I think it is better to say to a boy "If you do not do your lesson better to-morrow, you will be kept on such a holiday afternoon." A threat of that kind answers better than so many lines to be written out. It is often the case that a boy can redeem a punishment by doing something else of his own accord, but such a bargain is between the master and the boy. What they dread is having their names publicly brought up for the forfeiting of holiday time. When their names are once read out it cannot be recalled, so that if they can make terms with the master before that it is to their advantage ; and this is done to a considerable extent.

2697. (*Lord Lyttelton.*) Are the boys left uncontrolled and without the presence of masters in their games ?—The games in our school yards are necessarily very restricted through want of space, and masters are not often present. In the cricket-field the boys are so far controlled that the masters are nearly always playing with them.

2698. The masters are not bound to attend to the games that go on in the yard ?—No ; only there is the dining master between 12 and 2 o'clock who is responsible for order in each school, and if I heard of any disturbance I should naturally go to him and ask him about it. He walks about more or less, and the boys know that his eye may be upon them.

2699. (*Dr. Storrar.*) Besides the monthly holidays there are half-holidays ?—Both Wednesday and Saturday afternoons are now half-holidays. There used only to be one half-holiday. I confess that I thought the work was a little too hard, and the directors consented to a second half-holiday.

2700. In addition to the deprivation of the monthly holiday, you can inflict the deprivation of either or both of these half-holidays ?—Yes ; it is understood that the Wednesday and Saturday afternoons are available at any time for such purposes.

2701. And the system is the same on these half-holidays as on the monthly holidays ?—Yes. It is very seldom that we detain boys on the Wednesday afternoon ; Saturday afternoon is found quite enough. In the upper school our plan is generally this ; we do not detain them each week on Wednesday or Saturday, in order to give more scope to the cricket, but we have a very heavy accumulation at the end of the month. Such details are adjusted from time to time. Sometimes it may be that a large group of boys are very idle, and the Wednesday afternoons may be made available for them, but this depends on circumstances.

2702. (*Lord Stanley.*) The next point on which we should like some information is with regard to the studies that are carried on. What is the teaching in the highest class in the upper school ?—In the upper school the teaching is that which I suppose is customary elsewhere in schools of the same kind, with some slight differences. The staple is classics and mathematics. The first place in importance I should certainly assign to Latin and Greek, and the second to mathematics. Then we come to the subsidiary subjects. Every boy learns French, beginning at the bottom. Formerly, when I came to the place, French was a voluntary subject, so that once a day or more frequently certain classes were broken into two parts, one of which went to French and the other to something else. That method was abolished, and now

Rev. J. S. Howson, D.D.

2nd May 1865.

every boy learns French, and they begin French when they begin Latin, that is to say, in the lowest class. In the head class I frequently read history with them in French, and that just keeps up their French. Then, every boy learns drawing. The place is now a School of Art, therefore we have all the facilities the Government schools of art give in the way of examples and methods. Little boys begin with drawing straight lines on slates and so they pass on to freehand and perspective. Then there is a period in the course when every boy has some instruction in natural philosophy and chemistry. Of course there is history and geography and, above all, religious instruction, the chief basis of which, in all the higher part of the school, is the Greek Testament. I think I have enumerated the whole of the upper school course.

2703. Do I understand that drawing is compulsory also?—Yes; occasionally I have made an exception, but very rarely. I may, perhaps, be thought to have a peculiar theory on that subject. If a parent comes to me and says his boy is very clumsy and cannot draw, I am disposed to answer, "your boy is the very boy to whom a little training of the "hand and eye would be beneficial." Sometimes a boy is exempted from drawing, if there is any special study that he has to attend to for a special reason before leaving school, but with that exception it is universal.

2704. Do you find that the parents take any interest in their sons learning to draw?—They appear to approve of it, and certainly the boys draw much better now that they have this elementary training, and a great number of them draw very well. Being a government school of art, we have government prizes, and there is considerable interest taken in them. I judge that the parents do like it because there are no complaints, and the boys on the whole like it. I think there are as few complaints about drawing, either from the boys or from the parents, as about any other subject.

2705. French, of course, would have a peculiar value in a great commercial town?—Yes; as to its direct usefulness there; and no doubt there is a considerable tendency among parents to view education simply in reference to what is useful, and I must not omit to say that in the upper school itself we have a separation into a "modern" as well as the "regular" division. I was anxious to have an opportunity of stating my experience on that point, because it touches some questions of extreme interest and importance in regard to modern education. The theory upon which I first organized our "modern division," or "exceptional division," as we rather prefer to call it, was this, that in place of Greek, after a certain point in the school, a boy might learn German, and that in place of Latin composition, especially Latin verse, he might have more arithmetic, more physical science, and book-keeping, and give more time to French; so that, according to that theory, when the younger boys had reached the place where they were about to begin Greek, they separated into two paths, one moving on towards the universities and culminating at the age of eighteen or nineteen, the other moving on to business and culminating at the age of about sixteen or seventeen. With natural science we incorporated two other things, a little instruction in political or social economy, and also natural history. This plan looks very well on paper, but I am sorry to say that, though it does still exist in fact, it has, for several reasons, been attended with a good deal of disappointment.

2706. (*Lord Lyttelton.*) Do you refer to the whole division?—Yes. The "modern," or "exceptional division," is full of disappointment. There was a time when it was thoroughly successful. Something

Rev. J. S. Howson, D.D.

2nd May 1865.

depended on this, that I was able then to pay very special attention to it; but I think the temporary success was partly due to the fact of our having at that time four or five remarkable boys. One of them has gone to Cambridge since and was fourth wrangler. That gives a sample of the boys who give a tone to the whole division. But with the exception of that brief period there has really been nothing but disappointment, though I think it is necessary to have this division as a kind of safety-valve. One cause of disappointment is this: a great many boys come to us very late, and either from bad health or neglected education are very backward. I must put them somewhere. If I were to put them with the little boys who are under systematic Latin training they would be ashamed of their position, and would demoralize the other boys. I can only put them into the "modern division." The consequence is, the "modern division" is too much made up of rough, uneducated oldish boys, and that makes it a very unfit place for sharp bright boys trained in the other division, and who by the wish of their parents may be transferred to the "modern division." I feel that I am obliged to say to such parents, "I will put your boy into that division if you like, "because our paper offers you the choice, and I can hardly refuse "your request; but I warn you that he may be deteriorated. He will "have more hours for his French, but he will know French less. He "will be thrown into communication with those who are older and "duller than himself. He may fall in character and turn idle." In fact among the boys it has been called "the idle division:" and I am able to say to the parents "if you knew why your boy wants to go "there you would not put him there. You will find that it is because "he thinks that he will get through more easily." In many cases the parent has taken my advice, but in some cases he has not. Sometimes the boys find how great a mistake has been made in the granting of their wishes. One at the age of nineteen came to me the other day, and said:—"I was told of all this at fifteen, but boys are wilful. I "made a great mistake, and I lost time by it."

2707. (*Dr. Temple.*) I should like to ask you whether you have thought of the possibility of refusing these ill-trained older boys?—I have thought of it, and I am not at all sure that I shall not refuse them; but this is a young school which for many years struggled against difficulties. Its very existence was for a time in question. We had 8,000*l.* of debt, masters were leaving rapidly to get other posts, and the place was very unpopular in the town. It took many years to recover from this state. Now I am beginning to think that we might make stricter rules. But still, as the place was founded for the good of the town, I have never quite been able to refuse a boy, however dull and backward, if his character was good.

2708. You do not feel justified in saying to the parents "you must "get your boys thoroughly prepared or put them in younger, or else "I cannot take them?"—I have not done that yet, but I am inclined to think that I shall.

2709. (*Lord Lyttelton.*) You have not at present any entrance examination?—Boys are always examined when they come in, for purposes of classification.

2710. But not for rejection?—No; we have no entrance examination in that sense. There is a scholarship in each school open to the public competition of new comers, but with that exception we have no entrance examination. I often reject boys who come too young, and not knowing how to read aloud well enough, and so on. But this is because they ought to go to a lady's school a little longer, and wait

Rev. J. S. Howson, D.D.

2nd May 1865.

until they are older. That is quite a different thing from a general system of examination on entrance, and I confess that I think it more important to examine boys on leaving school than on entering school.

2711. You mean that you do reject them for very great ignorance?—I have never rejected a boy except for very great ignorance at an early age. If a boy of fifteen were to come to me grossly ignorant, practically I have done this, I have put him into the "modern division," and patched up his education as well as we could, telling the parents honestly all that we could do for him.

2712. (*Dr. Storrar.*) Then the objection to this "modern," or "exceptional division," is not an objection in principle, but an objection growing out of the accident that you have been unable to exclude a class of boys that you felt it necessary to provide for somehow?—The objection I have stated is an objection of accident. Still an objection of accident, if it affects school organization, may be very serious. However I admit that this evil might be remedied, and perhaps it will be. But there are other objections, which may be fairly put under the head of principle, such as these:—We find that the boy in the "exceptional division" does not at all acquire the same habits of thought, the same readiness to struggle patiently with difficulties, the same exactitude, nor even the same self-respect as the boy in the regular division. I am not simply quoting my own observation but that of the vice-principal, who has been in the college longer than I have, and who has had special experience of the "modern division." He says, that any master would rather have to do with a boy in the regular division than with a boy in the "modern division;" there appears to be something in that loose miscellaneous way of teaching which tends to injure the character. I attribute this result partly to the incongruous mixture of the boys themselves, but partly to the fact that we cannot get the same intellectual effects produced through German and French that we can through Latin and Greek, and partly also to the fact that the scientific teaching does not give the same mental training as linguistic teaching. At all events the results are such as I describe; and the consequence has been that again and again I have been on the point of abolishing the "modern division," but again and again I have felt it would be very hard on certain kinds of boys. The present solution of the matter is this, that we are in the habit of making a great difficulty about a boy going into that division. I often request the parent to come and see me, and hear what I have to say: and by showing myself very obstinate for the good of the boys, I keep down the number in this division. Whereas when the school was much smaller there must have been from 30 to 40 boys in it, now we have only about 10 or 12.

2713. (*Lord Lyttelton.*) Out of the whole number of the school?—Out of 175.

2714. They never begin in the exceptional division?—New comers, if they are little boys, never begin there. They are trained in elementary Latin until the time of beginning Greek, and even a little beyond it. In order not to make the division too large, I have insisted that they should go on with the Greek till they know a little Greek grammar, in order not to carry the division down beyond a certain point.

2715. Do you mean that boys might come at first, and go on throughout in that exceptional division, but if they begin in the regular division they must go to a certain point before they join the exceptional division?—Yes. Very young boys would, as a matter of course, make their beginning in the regular division, and rise through its successive classes. Our starting point is the eighth class, then comes the seventh

class, the sixth, the lower fifth, and upper fifth, and then we reach to the point where the separation takes place.

2716. Has it occurred to you to make it a rule that they should all begin in the general division ?—If a boy of fifteen were to come as ignorant as a boy of ten, I should fear the moral effects of putting him with the little boys ; he would do them harm, and he would be a laughing stock in the school. I would much rather ask him to go to another school. Few things are more injurious to a group of little boys than to put a big boy among them, if he is ignorant.

2717. What is the age at which they begin Greek ?—It is not exactly a question of age ; some boys begin at twelve, some may begin at thirteen or fourteen. The point of beginning Greek is six classes from the top, and four classes from the bottom of the school.

2718. Whatever that time is, it is about the time when the boys go into the exceptional division ?—Yes, if they go at all. Practically I find that I am more disposed to deal individually and separately with those who are destined for some special kind of business. It is a common case for a boy to be destined for an engineer, and I should say to his father, "if you put him into this modern division he will be idle " the greater part of his time ; you had much better let me excuse him " his Latin composition, and let him learn practical geometry and a " little more physical science." Thus he does not lose his self-respect and he goes on with the regular division, though at the close of his course he is more or less attending to special subjects.

2719. Do you find that you have boys of a studious disposition, clever boys, who wish to get on, and who have a special qualification for these other subjects, and not for classics and mathematics ?—There have been very few cases of that kind. I do not remember any case of a boy who has come to us young, if he is studious, who has shown a disposition to leave classics and mathematics. There have been boys of that kind, and very superior boys, who have come to us late, but such as have had no classical training.

2720. Taking the boys who go through your regular course, do you find cases of boys who, in the development of their minds, show a want of aptitude for classics and mathematics, and an aptitude for those other branches of study ?—I find an aptitude for mathematics as opposed to classics, and also an aptitude for physical science as opposed to classics ; but then it must be noticed that the classical division has its lessons in physical science as well as the other division.

2721. Have you had occasion to let boys almost drop classics and mathematics as having a want of aptitude for them, and who have an aptitude for modern languages and physical science ?—There may be a facility of acquiring modern languages conversationally, when there is little capability of doing anything else, but in this process there is very little educational power. I think a boy who had an aptitude for really studying French and German would also have an aptitude for Latin and Greek. It is a question of aptitude for language. There are many boys who have no aptitude for language, but who have an aptitude for science, and for them we can accommodate the course ; we can deal with any such case individually, if the boy is a studious boy, but if he is an idle boy it is better for him to be forced to work in harness.

2722. In your regular course, what is the general preponderance which is given to classics and mathematics ; in what way is their supremacy asserted over other studies ?—Partly that a much longer time is given to them, and partly that classics form the main principle on which the promotions take place. We look at the boy's position in the

Rev. J. S. Howson, D.D.

2nd May 1865.

school as more determined by his Latin and Greek than by anything else.

2723. You have prizes in the school for all branches of study ?—Yes ; there is, first, the class prize for every boy who is at the head of his class. The marks in all the subjects are added together, and then at the end of the half-year there is an examination ; the aggregate result determines each boy's place, and the head boy in every class throughout the school has what is called the class prize. Besides that, there are special prizes for Divinity, mathematics, Latin prose and verse, Greek verse, French, German, physical science, reading, writing, and drawing.

2724. Was the general system of school instruction, as it is now, adopted on to the model of the old schools ?—My predecessor arranged the scheme of education himself. I think the scheme is due to his own independent judgment, based upon his own experience and observation and upon the inquiries which he made at the time, and on general principles. I have never seen any reason to change it. I think it could not be improved except by the abolition of what are called "extras ;" they disorganized the school, and in every way were, I think, mischievous. I believe he took exactly the same view, only he was not strong enough at the outset to do without extras.

2725. Do you often, before a boy ends his course, release him from the practice of composition ?—Frequently. If a boy, for instance, is going to be an engineer, a very common course is this, to let him drop his Latin verse and take lessons in practical geometry, or to take a double lesson in physical science or something of that kind.

2726. Still keeping up his classics ?—Yes. I find practically that would meet every case if it were not for these ignorant boys coming, and from a certain yielding to the wish of the parents, which perhaps I have sometimes carried too far.

2727. (*Lord Stanley.*) You have spoken of Greek being taught in your upper school, do you think that any more than an infinitely small per-centage of those whom you teach ever carry on their studies of Greek afterwards ?—A very small per-centage; with the exception of those who go to the universities, I think very few indeed.

2728. Do you think that the knowledge of Greek which you could give them there is sufficient to be worth the labour that it costs ?—I suppose that would be answered in two ways, partly on the ground of detail and mere convenience, and partly on the ground of principle. As to the first ground, if the boys did not learn Greek with those who are going to the universities the school would be practically disorganized. We must have the school constructed on some method or principle, otherwise the classes would be broken up into fragments, and the whole character of the boys would be demoralized. That is no doubt a question of convenience, but besides this I am inclined to think that the mere forgetting of the Greek does not by any means obliterate the intellectual and even the moral effect of having systematically learnt Greek grammar and done Greek exercises with the other boys with whom they were classed. Another difficulty would arise if the school were arranged on another method ; I could not get the masters who could teach anything else in the same way as the university men can teach Greek.

2729. (*Lord Lyttelton.*) Do you attach any value to the learning of Greek, as distinguished from Latin, as a mental discipline, on account of the difficulty of the language ?—No, I think not, except this, that perhaps the more difficult and the more elaborate the grammar of a language is the greater scope there is for all these logical problems

which come into play in the course of school exercises. I should think that of the two languages one may be important in one way and the other in another.

2730. (*Lord Stanley.*) You do not look upon it as time wasted that a hundred boys should be learning Greek grammar when probably not one in the hundred will be able to read a Greek book fluently or with pleasure to himself?—No, I do not think it is time wasted, and I doubt whether in the present condition of education the time could be better spent. I know the opinion of many parents is different from my own, but then parents are very apt to look upon school as a mere apprenticeship for business. Of course the schoolmaster looks upon it as an education for life, and we are perpetually in friendly collision, upon that point. Supposing the Greek were to be obliterated from our upper school the consequence would be that we could not train boys for the universities, and secondly, I do not know what I could substitute with equally good results, for I doubt whether even German would produce the same intellectual effects taught even in the same way. Certainly French would not.

2731. Do you not think that whatever mental or moral discipline is to be acquired from the study of languages is sufficiently acquired by the study of two languages besides your own, viz., French and Latin; I am speaking of those boys whose time is limited?—Yes, I think so, and that would bring me to the case of our middle school where the time is more limited, where the boys leave sooner, and where we have no Greek. Latin and French are the languages taught there with a certain addition of German, the German being rather for the direct useful purposes of business. We find an increasing demand for German, and it is better to send our boys from the middle school with a certain knowledge of that language.

2732. (*Lord Lyttelton.*) Have you any Latin in the lower school?—No. The old prospectus said "Latin for the purposes of etymology," but Latin was not really taught there, and I doubt whether Latin merely taught for that purpose can produce any etymological effect at all.

To return to the middle school, the boys leave it at 15, and a large number much earlier. Their Latin is begun early, and French at the same time. This point of Latin is reached, that boys will construe Cæsar and Virgil very accurately, and will write good Latin exercises, and in fact pass the local examinations well, as is proved by the Oxford and Cambridge lists. In French they also attain a pretty good standard, as the same examinations attest, and perhaps that is the best evidence to refer to. German is a very recent introduction, but I am glad to say it is improving. Then physical science and chemistry are taught there.

2733. (*Mr. Acland.*) Will you give us some information as to the mathematics?—The maximum of mathematics in the middle school is a good knowledge of algebra, six books and perhaps the eleventh book of Euclid, and a certain amount of trigonometry, possibly mensuration, occasionally a little higher mathematics, but that is exceptional.

2734. Any mechanics?—Mechanics are taught practically under the head of natural philosophy with apparatus and experiments.

2735. Not mathematically?—Occasionally; that is to say it takes its turn, but it is not at all conspicuous. It is done more in this way, that there might be a few boys who know the rest of the mathematics very well and who might by the mathematical master be thrown into a separate group. We should have too much to do at that age if we attempted more than we do.

Rev. J. S. Howson, D.D.

2nd May 1865.

2736. What besides mathematics?—All in the middle school above a certain class learn drawing.

2737. You were going to speak of the physical science?—They all have the same instruction in physical science as in the upper school except that the modern division there has a little more. There is a two years' course including chemistry which also involves a certain amount of practice in the laboratory, and there is a course of optics, hydrostatics, and pneumatics. All these subjects take their turn, and a boy staying in the first class for two years would have gone through the whole.

2738. In the middle school?—Yes.

2739. (*Dr. Storrar.*) Have you any social science?—I do not think it would be easy to teach social science effectively to boys in general. Of course one is hampered by this difficulty, that very few of the masters could teach it. I have, however, myself taught this subject in the exceptional division of the upper school. I am afraid I do not know much about social science, but I think that what I know I can teach.

2740. (*Lord Stanley.*) What do you mean by social science?—The term was suggested to me by the question. Perhaps the best answer I could give would be to mention the manual that I used. It is edited by the Dean of Hereford under the title of "Lessons in Social "Economy." What we did was this, the boys learnt a page or two, and then I examined them and talked to them as well as I could. One great difficulty in carrying that subject into a school would be that you must have masters who could teach it, and though we have very excellent masters, I do not think I could lay my hands on more than one or two men who would be able to teach or would care to teach social economy or political economy.

2741. (*Dr. Storrar.*) My question was suggested by the efforts which Mr. William Ellis has been making to introduce that subject into middle and lower schools. I wished to know whether you had attempted anything of the kind?—I have had some conversation with Mr. Ellis, and also with Mr. Shields whose name perhaps is known in connexion with Mr. Ellis. I have heard Mr. Shields give a lesson, and if all masters could give a lesson as Mr. Ellis and Mr. Shields could, there would be little difficulty. Such instruction could not but be useful in reference to the future experience of life; still I rather doubt the educating power of this subject for boys in general, because hardly one boy in a hundred ever thinks. At a later age the thinking habits begin to grow, and the question is as to the best previous training for the guidance of those habits. I have come to the conclusion that to spend much time in teaching political economy to boys in general would be a mistake.

2742. I observe that in your scheme, both for the upper and middle school, you have made no observation upon the subject of music?—I was just going to say that in the middle school, while all above a certain point learn drawing, all also above a certain point learn vocal music. In the upper school we should find a great difficulty in adding music as a matter of course to all our other studies, because it would impede the Greek and Latin and other things. We should have too many subjects, but there is a voluntary class in the upper school. On one day in the week the younger boys who choose take a musical lesson instead of military drill. This at their own option. Thus there is a music class in the upper school always going on, but it is a voluntary one. In the middle school every boy above a certain class learns vocal music, and in the lower school the same. One practical reason for the distinction

is what I mentioned, the difficulty of finding time in the upper school; but also our general theory is, that in the upper school the boys have a higher culture at home, and many learn music at home. There is not the necessity for that kind of education as there is in the middle and lower schools, the boys in which come from rather a less educated class.

2743. Might I also ask you whether the instruction you give in the upper and middle schools in chemistry is satisfactory to yourself as an educational means?—Yes, it is; I think it is very good. It is not simply lecturing, but it is lecturing followed by examination, and the chemistry marks come in at the end of the month to be added on to the Latin and other marks, and if the boys are careless and idle in regard to this subject they are liable to punishment. It is a regular school lesson rather than a lecture. We have an accomplished physician, who is thoroughly fond of all branches of natural science, and I think he understands boys well.

2744. It is not simply instruction in the facts of chemistry, but also in the modes of reasoning, in the inductive results of chemistry?—Yes, as far as boys are capable of apprehending all this. Our instructor, I am sure, would not be satisfied without imparting as much as the boys are capable of receiving in that way. The knowledge of facts must be the first thing communicated, but I think he would not be content with a mere knowledge of facts without communicating to them a knowledge of principles, and showing inductively how facts lead to principles.

2745. Can you oblige us by stating your own view as to the advantage of chemistry as a subject of education?—The opinion I have been led to form (it is merely an opinion of my own) is this, that chemistry is to boys not a very valuable instrument of education, because of the difficulty to the young mind of comprehending chemical facts and chemical principles; and the same applies, I think, to certain branches of natural philosophy. I believe, on the other hand, that natural history might be a most important instrument of education, because it trains the habit of exact observation, and the power of describing accurately, and directly helps to form the faculty of comprehending order and classification.

2746. (*Mr. Acland.*) Will you state what you include in the term natural history?—I should include botany and zoology, not geology, because I think geology is liable to the same defect as chemistry, educationally, to the young mind. My opinion is drawn, in some degree, from experience with the modern division. I adopted the plan of teaching them zoology and botany. It is true that I know but little about those sciences, but I was fond of them as a boy, and I fancy I am able to teach the little that I do know. I found that by taking plants and the parts of plants, and taking the skeletons of mammalia, and so on, as well as I could, exhibiting facts to the eye and then rising from facts to generalizations, there seemed to be a result in the way of education which I do not think chemistry would have produced. My impression is that if a competent teacher, understanding boys and able to govern boys, being himself a thoroughly good naturalist, were to take that branch of education in hand, it would be the most valuable kind of scientific education next to mathematics. I admit that this is a theory, still it is a theory based upon what I have observed. But where it is impossible to find the masters, there is the difficulty. I should find it easy, for instance, to get admirable botanists and zoologists, for masters; but, perhaps, unless I were in the room, they could not keep the boys in order one moment. In the same way I can get admirable masters who can keep a hundred boys in order, but who cannot teach these subjects.

Rev. J. S. Howson, D.D.

2nd May 1865.

2747. That remark would apply principally to chemistry, almost everywhere except Liverpool and such large towns ?—Yes ; but there is an increasing habit of incorporating chemistry with the training of teachers in our training colleges ; and of course there are facilities in our large towns for teaching of that kind. Here I may mention that one of our masters in the middle school showed a great aptitude for natural science ; he graduated at Dublin and passed the examinations there with credit ; then I urged him to pass the examination under the Department of Science and Art, where he got first class certificates, and he is now our teacher of chemistry and natural philosophy in the middle school. Thus the Department of Science and Art has, to some extent, been the means of fitting that man for his present work ; he began as a schoolmaster, studied natural philosophy by preference, and now possesses double guarantees of competency.

2748. I think you would admit he would be an exceptional man ? — Yes. Still he meets our want.

2749. (*Lord Lyttelton.*) Have you that difficulty as to teachers with regard to French ?—A very great difficulty, but we have surmounted it by patience. Good masters can be got.

2750. Are they good masters, who obtain the respect of the boys ?—Yes ; our present chief French and German master maintains discipline quite as well as any English master.

2751. Is he a foreigner ?—A Frenchman.

2752. Does he speak English ?—Very well. It is a most fortunate thing that we have found him. I may add that, to a great extent, the elementary part of French with us is taught by Englishmen.

2753. (*Dr. Storrar.*) Do you think it facilitates the acquisition of French by a boy that he should in the first instance be taught by an Englishman ?—I think that with very large numbers we should otherwise require three or four Frenchmen, and that out of those the greater number could not maintain discipline. Again I think if the same master teaches the elementary English lessons, the elementary French lessons, and the elementary Latin lessons, the result is good. Higher up the school the boy passes into the hands of the French master ; and he has gained the elementary grammar before that. Possibly the French master might teach that not quite so well as an Englishman.

2754. (*Mr. Acland.*) Will you be kind enough to explain the studies of the lower school ?—The studies there are not very different from those of a good national school, with this exception that natural philosophy and chemistry are now introduced. This change was made very lately. I thought the statement I referred to about Latin being taught for purposes of etymology led to a delusion. I abolished that subject and introduced chemistry in its place. Among the masters trained under the Privy Council we have one there who has acquired a knowledge of chemistry, and he teaches it very well. French too is taught in that school; and its range has recently been increased. It used to be limited to the first two classes for two hours a week. It was found that no results could be obtained from that. It now begins much lower down, and the number of hours a week is increased, so that we shall be able to turn a boy out from the lower school able to read a French book. They learn drawing, and also vocal music. A good deal of time is spent on writing. Besides this there is history, geography, and religious knowledge, and whatever else is included in what is called an English education.

2755. When you say that you think the teaching of Latin for purposes of etymology useless, do you refer to the teaching of boys by affixes and suffixes without any knowledge of the language ?—The

teaching of affixes and suffixes, according as they are Latin, Greek, or Saxon, I should regard as an essential part of the teaching of English grammar.

2756. Then you do not think that useless?—No: but then I do not call that teaching Latin.

2757. Will you explain what it is you think useless in the way of teaching Latin?—I think to learn a few Latin verbs and to turn a few easy sentences into English would have no effect as to real etymological knowledge; and this was the full extent of the Latin teaching in the lower school.

2758. Do you think it is not possible to teach Latin to boys who are not in training for the universities, yet with a direct bearing on English language in a way that would be beneficial?—Yes, if two or three years were given to it, but not if half a year were given to it. If boys could learn to do exercises with tolerable correctness and construe an easy book, undoubtedly I think such Latin training highly valuable and beneficial.

2759. (*Dr. Storrar.*) That appears in the middle school?—Yes; and I believe there is no part of the middle school education more useful for the knowledge of the vernacular than the Latin, but then I think there must be enough of it to produce the effect.

2760. (*Mr. Acland.*) What do you think is the shortest time that can be allowed for any beneficial result?—I do not think much could be done under two years.

2761. (*Lord Lyttelton.*) At what age must they begin physical science?—In the middle school physical science is taken in the first class, but a beginning is made in the second class. In the upper school it was the same till a few years ago. The boys who were soon going to the university were those who were studying physical science; but I found they were impatient of it; they wanted to be doing their Greek iambics or Latin prose, and cared very little about the physical science. So I put it down lower in the school to the third class. (We reckon our classes from the top.) When a boy reaches the third class from the top in the upper school then physical science is part of his school course.

2762. Would that be generally about the age of 15?—Yes.

2763. (*Dr. Storrar.*) The reason why they were impatient of instruction in physical science was that it would not count for so much at the university as classics?—Yes; they were looking forward to trying for open scholarships or for exhibitions. Perhaps they held their heads a little high. Possibly they thought that doing Latin and Greek was a little more like university men than going to the chemical lessons.

2764. Do you think it would be an advantage if such a change were to take place in the universities as would impress upon boys in public schools more than at present the advantage of applying their minds to physical science?—I think it would be a very good thing. Of course we must be guided by the universities; and it is clear that if a certain knowledge of physical science were required in their course it would instantly and beneficially act upon our schools.

2765. So that in saying that the boys got impatient of physical science because they wanted to meet the requirements of the universities, you do not commit yourself to approving of the universities in their action on public schools in that respect?—No, I do not.

2766. (*Dr. Temple.*) What are the mathematics of the lower school?—The mathematics of the lower school used only to reach the point of two books of Euclid, with perhaps algebra up to quadratic equations,

Rev. J. S. Howson, D.D.

2nd May 1865.

but the scope has been in some degree enlarged under the action of the local examinations. They gave an opportunity, of which I was extremely glad, for developing the mathematics rather more, and they encourage the boys and tend to organize the teaching. We get a little further in Euclid, a little further in algebra, and we reach the verge of trigonometry. That involves the beginning of the mathematics a little lower in the school, and I hope improves the teaching.

2767. (*Lord Lyttelton.*) Have you taken part in the local examinations at Liverpool?—I have been in the midst of all the discussions on the subject from the first. As a member of the local committee and also as a schoolmaster I have been able to watch every step, both in the way of the general organization of the system for the town, and also in reference to the action of it upon the boys.

2768. (*Mr. Acland.*) Were you not also concerned in the first consultations on which the scheme itself was framed?—Those who originated the scheme were good enough to have a good deal of conversation with me, and at both universities I was in communication with the leading movers of the scheme.

2769. I think you attended the meeting at Oxford?—I attended at least one meeting at Oxford and one meeting at Cambridge.

2770. (*Lord Lyttelton.*) Have you sent many boys from your school to those examinations?—Yes, a large number.

2771. They have been, I believe, more successful in Liverpool than anywhere else?—Yes. Liverpool has certainly been the most successful centre. That may arise from this circumstance, that it draws from a very large and populous area within which there are several considerable schools.

2772. Do you find that the parents appreciate these examinations?—Speaking generally the parents are excessively indifferent. I am sorry to say that the action on the parents, and also on the employers of labour, is almost nothing. There are exceptions, and marked exceptions, but I am afraid I must say that the result on the whole in that respect is disappointment.

2773. Nevertheless the boys themselves enter into it?—Sometimes boys will persuade their parents to let them go in.

2774. (*Mr. Acland.*) What do you mean when you speak of action on the parents?—I hoped that the scheme would act on the parents' minds, in the way of convincing them that one of the best things that could be done for their boys would be to require schoolmasters to send them into this examination, that the boys might be tested on leaving the school. If only the parents of Liverpool would insist on examination on leaving school, I believe the action upon the whole state of education in the town would be enormous; and, so far as I see, this system of local examinations provides the requisite machinery.

2775. You find the parents do not value the certificates?—No. Even in reference to the upper school a parent will come and say, "If you will make my boy spell and write I do not care about any-"thing else." The passion for making money is so absorbing that I am sorry to say it very much colours the general opinion on educational subjects.

2776. The influence which induces boys to go in for this examination is rather that of the teacher?—It is the influence of the teacher, and the influence of a certain public opinion in the school. Boys follow the lead of other boys. If a boy has succeeded well in the competition he is gratified, and knows the benefit of it, and he may persuade his companions. If a boy goes home and asks his father to let him go in,

it is easily done. In matters of this kind I find that boys have a considerable control over their parents.

2777. What is your opinion of its effect on the working of the teaching ?—I think almost unmixed good. I have seen the characters of boys most seriously benefited. I have seen idle boys turn industrious. I do not know of any harm done to the boys who have passed, and one other very important result is taking place in our neighbourhood. These university examinations are like hands put out by the Universities to lay hold of boys who are likely to distinguish themselves there. We have one very promising boy near the head of the school now, who would have gone to business two years ago but for his very unexpected success in these examinations. He will go to Oxford or Cambridge, and probably get an open scholarship and possibly rise to high distinction. I knew of his capabilities, but I could not give a very positive proof of them, either to himself or his friends. This examination was a proof both to the boy and to his mother.

2778. (*Lord Stanley.*) In a worldly point of view has he done better for himself by going to the University ?—He may probably not do so well in life in a pecuniary sense ; but he may rise to a higher stratum of society. In one sense he will have more opportunities of usefulness, and be a more educated man. I think he may probably do more for the country in going to Oxford or Cambridge, and taking a high degree, and following the line of life which may be opened to him there, than he would if he had gone at fifteen to a merchant's office, and made a large fortune at the age of thirty.

2779. (*Lord Lyttelton.*) Have you a public distribution of prizes in connexion with the local examinations ?—No ; we have only had two such public distributions. If they occurred every year they would involve a great deal of trouble to the local committee, and there might be a little difficulty in procuring chairmen if a great many meetings of the kind took place. We have only had two : Lord Carlisle was good enough to preside once over an Oxford local examination prize-giving, and Lord Stanley did us the favour to preside over a Cambridge examination prize-giving. When that was done we thought that justice was done to the two Universities and equal honour paid to both.

2780. Then you have no annual meeting of that sort ?—Prizes are given, but not at a public meeting. There is a local committee of merchants who subscribe, and every year they give prizes to every first class boy. I think I ought to state that we have had at our local centre an annual prize of 10*l.* and another of 5*l.* given by Lord Derby to the best boy among both seniors and juniors, provided he has passed the religious part of the examination ; and the result of these prizes has been highly beneficial ; and there is no doubt that the boys who go to the University with that honour obtained in schoolboy life are a great deal the better for it.

2781. Do you not consider that the public distribution acts as a great stimulus on the boys ?—Yes ; I should be very glad if it could be adopted, but the local committee have found it so difficult to organize it that they have given it up, and I have felt as a schoolmaster, and I think schoolmasters ought to feel, that the best course is to be passive in a matter of that kind. If a schoolmaster's pupils had been successful in a year when he happened to take an active interest in such a public meeting, he would be immediately exposed to the imputation that he wanted to advertise his own pupils.

2782. Notwithstanding what you have said as to the money-making spirit, do you find that your scheme for the education of this great number of middle class boys in Liverpool, which is a very extensive

Rev. J. S. Howson, D.D.

2nd May 1865.

scheme, has on the whole the sympathy and approval of the parents?—Certainly. I think they have this kind of feeling. "We should like "our boys simply to be trained to talk French, and to write well, and "so on, but we have confidence in those who conduct this education; "we find it seems to turn out well." They sometimes say to me "I "understand business, and you understand education, so do what you "like with the boy."

2783. Do you apprehend that the parents have a distinct sense of the value of French for the purposes of commercial life?—They have, because there is a large and rapid increase in the use of French in business. Whatever foreign country the boys go to it is probable that French will be the most useful language; besides in Liverpool no one knows where a boy may go, nothing can be more various than the destinations towards which our boys drift. I do not know whether the Commission might think it worth while for me to give them a few marked instances of that on paper. I could mention one case now. I believe at one particular time in one particular part of the middle school we had a boy from Hamburg, another from Gibraltar, another from Calcutta, another from Central America, another from Peru, another from Australia, and another from the Philippine Islands.

2784. You mean that the Liverpool boys might often look forward to having to travel about the world?—The common course for a Liverpool boy who has done well in business is to obtain the opportunity of going out as an agent or clerk to India, or to South America, or to somewhere else. That is what he looks to very generally.

2785. (*Lord Stanley.*) Therefore foreign languages are peculiarly in demand?—French is very much so, but I am very much surprised that there is hardly any demand for Spanish, yet practically Spanish is very largely and increasingly used in the Liverpool business. I should never have been able to form a Spanish class, even if I wished. I cannot account for that. There is a general conviction that German is useful in business. The number of Germans in Liverpool is increasing.

2786. (*Dr. Storrar.*) Have you any knowledge as to whether the system of education in your College has had an influence upon other schools in Liverpool in developing the same system?—I am inclined to believe that it has; but that is rather a delicate question to answer, because, though there is the most friendly feeling among the head masters in Liverpool, still it is the fact that there is one institution in the town which used to be extremely different, which has gradually drifted on to methods like ours. I do not at all presume to assert that it is because of our methods, but of course I think they have done wisely.

2787. (*Lord Stanley.*) With regard to the religious teaching of the school, it is, I believe, a Church of England school exclusively in its teaching?—With one exception. There was great controversy at the outset, into which I need not enter. The rule adopted was then that all secular teaching should be always and for ever combined with religious instruction, and that the religious instruction and the prayers should be in harmony with those of the Church of England; that all the masters and all the other officers of the institution should be Church of England men, except masters teaching foreign languages, but that those parents who wished might have their children exempted from learning the Church Catechism.

2788. (*Lord Lyttelton.*) The Church Catechism alone?—I am quoting as nearly as I can the words of the printed regulations, which I have already sent to the secretary of the Commission. That is the rule, and perhaps the Commission might like to know what the experience on that point has been. I have been at work during sixteen

years and have never had a difficulty. The prayers consist of a few collects. All the boys are required to attend except those who are exempted on the ground of distance. If a boy comes seven or eight miles, there is a reason why he should come late or go early. With that exception all the boys attend prayers. The prayers are followed in every one of the schools by a short time spent in reading the Bible. The classes in all the schools meet at 9 o'clock in our large lecture hall (and that is the only time when they do meet in the day), then each master by separate entrances takes his own class to his own room, and begins the day by Bible reading, until the clock strikes half-past nine. That is supposed to be part of the devotional duty of the day, though of course it affords also opportunity for systematic instruction. The regular work then begins and the school ends with short prayers, consisting of two or three collects.

2789. (*Dr. Temple.*) In the great hall?—No, in the schools separately. They assemble now in two or three different rooms, and they are dismissed carefully at different times to avoid any little collision in the street. That however is a matter of mere detail. The religious instruction is mainly in the Bible, and every Monday morning there is a religious lesson which is supposed to have been prepared on Sunday. It may be something to be learnt by heart or something to be examined in, or both. In the higher part of the upper school great stress is laid on the careful study of the Greek Testament; and I may say that no part of our work has had more satisfactory results than this biblical instruction. The Church Catechism is taught, and we also have careful instruction in the morning and evening services. I am very anxious to record our gratitude to the local examination system for enabling us to do what I had long wished, namely, to introduce instruction in the common services of the Church of England among the boys. It has strengthened our hands very much. With regard to the Church Catechism, if the parent of a nonconformist has any wish on the subject, he always comes to talk it over, and a little conversation always settles it. We have never had the slightest difficulty. If a boy is exempted from learning the Church Catechism he will probably learn a hymn instead, or a portion of Scripture. A great deal depends on the discretion of the master, but we have no discomfort on this ground. Sometimes curious requests are made. The other day the mother of a Scotch boy asked if we would teach the Scotch Assembly's Shorter Catechism to her boy instead of the Church of England Catechism, to which I answered that it would be impossible for the same master in the same class to be teaching two different catechisms. Of course we cannot teach two catechisms in the place. I shall be excused for having dwelt on this question, for it is one of extreme importance. With us there has never been a difficulty; and I can honestly say that I have never swerved from any religious conviction, and I believe the same can be said of the other masters. We go on with our religious teaching uniformly, and if the parents were dissatisfied, they could remove their boys.

2790. Taking the classes in Liverpool with which you have to do they are not probably very much addicted to theological controversy?—I am not sure that Liverpool is quite free from the acrimony of controversy. Even the boys may catch something of the controversial spirit, but it is not encouraged; and I do not think it does anything more than produce a little gossip; certainly it does not present any practical difficulty to us.

Perhaps it may be of some interest to the Commission to be informed of the proportion of nonconformists in our schools. I happen to know it

Rev. J. S. Howson, D.D.

2nd May 1865.

pretty well, because for my own satisfaction I made an inquiry at two different periods, and I do not suppose the proportion is altered. In the upper school about 10 per cent., in the middle school about 20 per cent., and in the lower school about 30 per cent. are nonconformist, which very nearly corresponds to the relative proportion of nonconformists as you descend until you come to the lower class, when the proportion of Church people again rises.

2791. (*Mr. Erle.*) You number the scholars whose parents desire that exemption from instruction in the Church Catechism ?—No, the vast majority desire no exemption.

2792. Do you number the nonconformists by that test ?—No ; I reckon the nonconformists by the place of worship the family attends. Of the 10 per cent. in the upper school who could be exempted from the Church Catechism, I should think not more than three per cent. ever make the request.

2793. I should like to ask you whether the parents who do make that request make any inquiry into the religous teaching, the short religious exercises that are given ?—Sometimes they do. I may quote a special case. A Unitarian brought his son to me, and mentioned what he was. "Well," I said, "we shall of course exempt "your boy from the Church Catechism, if you wish it;" and, I added, "You know what you are doing, you are sending a boy to a school "with a Church of England atmosphere, and though I am not going to "try and make a proselyte of him, I shall not swerve from my teach-"ing, and he may when he grows up, become a Church of England "man." The father said, "If he does do so when he has grown up "I have no objection." That is the spirit in which this question has been dealt with throughout. I always endeavour to be extremely open, while at the same time I make no direct effort to persuade boys away from the religion of their families. Practically I think boys do rather drift towards the Church of England, but then it often happens that the father and the mother belong to different communions; if the father, for instance, is a Presbyterian the mother may belong to the Church of England.

2794. Practically the exemption from the Church Catechism alone satisfies them ?—Yes.

2795. (*Dr. Temple.*) Except that some withdraw their children in consequence or do not send them ?—Sometimes, no doubt, this hinders them from sending them, but practically I believe a very large number of the nonconformists would far rather send their boys to us with the probability of their becoming Church of England people than send them to a secular school.

2796. Have you any religious instruction on Sundays ?—No ; except in the boarding houses. A boarding master spends a part of the day in religious instruction to his boarders.

2797. You have no school on Sunday ?—No, no Sunday duties whatever.

2798. (*Lord Lyttelton.*) There is no chapel ?—No.

2799. (*Lord Stanley.*) The whole place is locked up ?—Yes.

2800. (*Dr. Storrar.*) Do any Roman Catholics send their children ?—Hardly any. We have occasionally had a Roman Catholic boy from Chili or Peru, who came through English mercantile connexions, but the Roman Catholic schools in Liverpool are now very completely organized, and we have, I think, not one Roman Catholic at this moment. The last case I remember was of this kind : A father brought two Roman Catholic boys, and asked me to take them into the schools. I said I could not exempt them from the prayers, only from the Church

Catechism. He said he would ask the mother, and I never saw him again.

2801. Have you any children of parents of the Greek persuasion ?—We have several Greeks, and a rapidly increasing number. The Greeks are very cordial, and I am not aware of anything unsatisfactory to them in our systematic Church of England instruction. This accession to our schools is partly connected with a considerable increase of the Greek residents in Liverpool.

2802. Have you any Jews ?—Very few. I can mention a recent case. A very respectable Jew came to me about his boy, with a very anxious request that he might not come on Saturday. I felt in a great difficulty, and I said I could not exempt him on any religious ground. He mentioned some other ground, and I said, " If you choose to bring " a formal official request on some other ground, I will answer you on " that ground."

2803. On the other days of the week was he prepared to allow the boy to go through the regular course ?—Yes. He requested, however, on religious grounds, that the boy might be absent from our prayers. I confess I did not wish to see the boy at our prayers, but I was obliged to act upon my rule. He said, " We live at a great distance." I said, " If you make the request on the ground of the great distance I can " grant it, as I grant it to other boys." Practically I think it may be said that we have no Roman Catholics and hardly any Jews.

2804. (*Mr. Acland.*) What other flourishing institutions are there in Liverpool open to nonconformists, Jews, and Roman Catholics ?—The Roman Catholics have lately established a good middle school of a higher grade, and that naturally draws the boys who might possibly otherwise come to us, or might go to the other institution which I am now about to mention, which is older than our set of schools.

It began as a mechanics' institute, and upon it was engrafted a kind of middle school in two grades. The methods of teaching and discipline, as I have been informed, (for I really only know what I have been told,) were very different indeed from what they are now. I have understood there were to be no prepared lessons ; that there were to be no punishments: and religious instruction was absolutely excluded. Practically now the school has its punishments, its lessons systematically and well organized under an Oxford man of high attainments, and a clergyman ; and the methods are extremely like ours. I do not know the exact numbers, but they are very considerable. There is no upper school precisely corresponding to our upper school, but there is what they call the high school, which is, perhaps, intermediate between our upper and middle schools, and the commercial school, which corresponds pretty nearly to our lower school. I think the aggregate numbers are rather less than ours, but to make up for that, they have a very large development of evening classes. Our evening classes are weak ; their evening classes are strong. Our upper school is strong now, and they have nothing which exactly corresponds with it. It is still avowedly a secular school. I have understood that a certain amount of Bible history has been introduced, but that I believe is a voluntary thing. A large number of nonconformists go there ; a large number of Jews, and, I suppose, possibly several Roman Catholics, but that I doubt; for I think the Roman Catholics do not like a secular school any more than they like a Church of England school.

Besides that, there is a school also older than ours, which corresponds very strictly to our upper school, connected with what is called the Royal Institution. That began as a museum and a school of fine art, and upon that was grafted a school for the higher classes of Liverpool.

Rev. J. S. Howson, D.D.

2nd May 1865.

It is common enough for one of their boys and one of ours to be competing in the same examination at Oxford or Cambridge. The head master is an Oxford man, well known as an author and a scholar. If you add the Royal Institution to the mechanics' institute, now called the Liverpool Institute, the two together occupy the same area that we cover.

2805. (*Mr. Acland.*) Is there any important nonconformist school connected with any religious community ?—No, except for the poor.

2806. (*Lord Stanley.*) Can you tell us at all as a general rule in what state of preparation boys come to you to the college, particularly those coming from other schools ?—I am afraid I must say that the boys who come from other schools are generally very badly prepared indeed, especially in exact grammatical knowledge. They come with a loose superficial knowledge of a great many things. Those who do come to us well prepared are the little boys from certain ladies' schools; and indeed the teaching of ladies I believe to be much better for little boys than the teaching of men.

2807. Do you conceive that there would be any advantage in any general scheme for testing the efficiency of such schools as yours, such, for instance, as examination by any Government board or other central authority ?—I think we should all gain by examination, if the examination were conducted by those whom we thoroughly respected ; and of course a Government board would command respect. I cannot conceive that inspection and examination could do anything but good.

2808. Inspection or examination ?—I think I should say both.

2809. (*Mr. Acland.*) Would you substitute that for the existing examinations ?—We have no existing examinations except when our examiner comes from the University to examine the upper school candidates for the exhibition, or when we use the local examinations. The theory is that I am the examiner, and I presume that Lord Stanley's question is this, whether I think good would be done by my being subjected to examination and inspection.

2810. (*Lord Stanley.*) That is what it comes to, to the efficiency of the school being tested by some internal inspection and examination ?—I must honestly say that I think good would be done ; I fancy I should do my duties better if I knew I was to be examined and inspected.

2811. (*Dr. Temple.*) Have you thought at all about the general question of the improvement of the education in schools of the class to which yours belongs ?—Yes, I have thought a great deal about it.

2812. Have you come to any conclusion as to any measures that you could recommend ?—I think that my chief hope would be in a gradua change of public opinion among the classes whose boys are to be educated, and I have great hope that the report of this Commission will do a good deal in diffusing among the parents such views as one wishes to exist.

I think also in our large towns the founding of such schools as that with which I am connected, and on the same general principles, would be of immense advantage. I believe, that if they were founded on the same general method they would be self-supporting, and that gradually the public opinion of the parents would improve, because in proportion as they see certain methods producing certain results the parents become wiser. As it is they have often no means of knowing what is best for their boys; though gradually they are learning.

Then for country districts, the same method, I am inclined to think, might be applied in some way of this kind. I could conceive a county having three or four schools like our lower school, two or three like our middle school, and one like our upper school, connected together in

something of the same kind of way, the chief difference being that they would be geographically separate.

LORD LYTTELTON IN THE CHAIR.

2813. (*Lord Lyttelton.*) Do you think that the general principles of such a school as yours, *mutatis mutandis*, would be applicable to rural districts as well as to large towns?—Only upon such a method as I am suggesting. You could not put the upper, lower, and middle grades together; but if you took a county, for instance, I think you might have one county school taking the place of our upper school, only being more of a boarding school. You might then have two or three schools corresponding to our middle schools, also more or less boarding schools, and a larger number of schools corresponding to our lower school which would probably not be boarding schools at all. All these I I imagine as being under one arrangement, though not geographically together.

2814. (*Mr. Acland.*) Do you mean it should be one association?—Yes, under one board and possibly under one inspector or head, who might take the supervision of the whole.

2815. Do you contemplate the application of the existing endowments, or do you contemplate the founding of entirely new institutions by private contributions?—Viewing the matter theoretically I should contemplate a large use of existing grammar schools, and an application of their endowments in this way; besides the founding of new schools where necessary. I am quite aware of the practical difficulties. I am only putting the scheme forward as a theory towards which my thoughts have drifted.

2816. Can you give us any suggestions as to the constitution of a general county school, having regard both to the habits of education which are common amongst country gentlemen and townspeople, both professional and in trade?—I should conceive if a county desired to act together, and if the magistrates and country gentlemen and clergy were to form themselves into a committee and do just what our merchants and clergymen did in Liverpool, and establish a system of schools such as I have roughly described, that the thing would succeed. They would have the confidence of the public.

2817. You bear in mind that your scheme contemplates dealing with funds which could not be dealt with without legislation, and that, therefore, this board of management must have some very definite constitution beyond that of a voluntary committee?—I am quite aware that where endowments are to be dealt with, there must be some legislative action, and that it might be impossible to obtain such legislative action in combination with a voluntary committee. I am only stating in theory what I think would meet the case.

2818. Have you considered the question of the licensing of schoolmasters, and of any public or imperial measures for providing schoolmasters qualified in the way in which you say masters are not now qualified?—Yes. I believe it would be an immense boon to the country if a law were passed that, after a certain date, no schoolmaster or schoolmistress should exercise his or her functions without one of a certain number of recognized diplomas; I mean something like what the College of Preceptors are doing, only more largely developed and with legislative sanction.

2819. (*Lord Lyttelton.*) In what way would that restraint be exercised?—I should conceive that a law might be passed not allowing anyone to exercise the duties of a schoolmaster or schoolmistress unless he or she could show that some examination had been passed.

2820. What do you mean by saying you would not allow it; do

Rev. J. S. Howson, D.D.

2nd May 1865.

you mean you would make it penal?—The word "penal" is a strong word, but I am not sure that it expresses more than I mean.

2821. In some way you would actually coerce anyone from teaching in a school without some public diploma?—What kind of pressure is the best to exert I do not know, but I should like to see some very stringent pressure, though I am quite aware that it is not very likely we shall see it.

2822. (*Dr. Storrar.*) It has been suggested as an objection that any such system as you have thrown out might interfere with the liberty of teaching, and a medium course has been suggested, viz., that there should be some public authentic register of qualified schoolmasters, and that trustees of schools and parents of scholars should have before them by means of that register the means of ascertaining whether the master to whom they entrusted their child was a registered man or not?—Like the Medical Registration Act. There is now a movement on foot for obtaining, on some similar method, a Scholastic Registration Act. I am a member but a very useless member, of that Committee, and I am certainly anxious that this end should be attained. It is not all I should wish, but if that were done it would be an enormous boon to the country, because there would be a moral pressure exerted to drive out the incompetent teachers; and perhaps that is all that we could obtain in this country.

2823. There would be a broad line drawn between the qualified and unqualified?—Yes.

2824. (*Lord Lyttelton.*) You are not prepared with any complete scheme?—No. I am very sensible that I have only suggested a crude theory, and one which, perhaps, is very unlikely to be realized.

2825. (*Dr. Storrar.*) You were speaking a short time ago of the system of inspection of schools. Probably it would be too stringent a proposition to require that all schools without exception should be inspected by any supreme educational authority; but looking at the Government as the super trustee of all endowments, would it in your opinion be a justifiable thing for the Government to demand the inspection of endowed schools?—I should certainly think it justifiable.

2826. And then to leave it to proprietary schools and such establishments as your own and private schools to avail themselves of the inspection of the Government inspectors if they choose?—I am not able to see any line that can be drawn between endowments of that kind and other educational endowments. If the State has power to legislate with regard to the endowments of Oxford and Cambridge, I presume it has the same power with regard to endowed schools. Perhaps I do not apprehend the question.

2827. My question went to this: we have a large number of endowed schools throughout the country; we may fairly look upon them as in some degree under the supervision of the Government, that the Government is in the relation to them of a super-trustee. Would it in your estimation be a proper thing for the Government to insist upon inspection of those schools in order to see that the objects of the endowment are carried out?—I think it must be justifiable.

2828. And then the conductors of private schools might avail themselves of the services of those inspectors if they should so choose, making it in their case a voluntary thing?—I should conceive that there would be no objection to that, and many private schools would avail themselves of it, and thereby draw a line between themselves and those schools which declined it.

Adjourned.

Wednesday, 3rd May 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

HENRY WENTWORTH ACLAND, ESQ., M.D., F.R.S., called in and examined.

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

2829. (*Lord Taunton.*) I believe you are Regius Professor of Medicine at Oxford ?—I am.

2830. How long have you held that situation ?—Eight years.

2831. You are also physician to the Radcliffe Infirmary ?—Yes.

2832. Are you also Reader in anatomy and physiology ?—I was so for 13 years, but I gave up that office when I became Professor of Medicine.

2833. Have you been for several years Medical Examiner at Oxford ?—Yes ; I have been so for, I think, nearly 15 years.

2834. Have you also examined in other places ?—I was one year examiner at Newcastle and Durham, when they were making there some fresh regulations concerning their medical examinations. That was several years ago.

2835. What is the nature of the school of medicine at Oxford ?—A school of medicine, in the ordinary acceptation of the word, we have not.

2836. You mean you have no hospitals ?—We have a hospital, but we have no complete course of medical education ; at least none that I could call such.

2837. What are the functions of the University of Oxford with regard to the medical sciences and the medical profession ?—The functions of the University may be stated to be, first of all, I suppose, giving general education, which may be used by any persons, whether physicians or other practitioners ; then, secondly, the teaching of physical science, which has been introduced and greatly increased within the last few years ; and lastly, holding examinations in medicine and licensing and granting degrees in medicine.

2838. Is the examination and the licensing of candidates made use of to any great extent at present ?—Not to any great extent. Formerly —I am speaking historically—many years ago, all the physicians of the country were virtually graduates of the old Universities of Oxford and Cambridge, and at that time there were, I believe, no examinations, at least no real examinations, in the University. About 30 years since a regular system of examination was instituted at Oxford for degrees in medicine, but by that time the custom of what I may call the higher branches of the profession seeking their education at the old Universities was much diminished. The medical examinations have been further much improved within the last few years. At Oxford, as elsewhere, the state of scientific education is going through a great change. Almost all educational arrangements are, both there and elsewhere, just now in a state of transition, and although there are not now more than five or six on an average who graduate in medicine at Oxford, I do not think that simply giving that answer would at

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

all represent the prospects or probability of persons getting degrees at Oxford; and I should think the same observations would apply, to a great extent, to Cambridge.

2839. (*Lord Lyttelton.*) Five or six graduates in the year only?—Five or six in the year only. My reason for saying that this is transitional is because it is only of late years that there has been any great attention paid to the study of natural science in Oxford; and although I cannot be sure that the result of that will be that persons will get their scientific education in Oxford who will afterwards become physicians and surgeons of the first class, yet I think it highly probable. That is only an opinion. I mean to say that the number of persons who have graduated in medicine at Oxford in the last 20 years would by no means be a fair criterion of the relation of that University to scientific subjects at the present moment; it would be an entirely fallacious test.

2840. (*Lord Taunton.*) Have you had much intercourse with medical practitioners in various parts of the country?—As a physician, I suppose I may say, a great deal. I have been in practice for now nearly 20 years, and have seen a great deal of medical men in various ways.

2841. Have you been enabled to observe the state in which lads come up to the threshold of the medical profession with regard to attainments and education?—I cannot say that I have had as much experience of medical men or medical students at that stage as I have of the result of their whole education when they have become practitioners, because, for the reason I have stated, there have been very few medical students, properly so called, at Oxford, and all those students are persons who have had a general University education; so that if I were to speak of the medical students that I see at Oxford I should be speaking of those whom everybody knows to belong to the class of men who go through an old English University education, and therefore that answer would not convey a correct idea.

2842. You are aware of the particular object of this Commission, probably,—to ascertain the state of the education of lads in what, speaking generally, may be called the middle classes of society?—I am, and I should have thought that I could furnish little or no information to the Commission had it not been that from various circumstances I have seen much of the medical profession, and have heard and noticed a great deal on the subject of education. I do not think that the only way of judging of it is simply to judge of what is the condition of a boy when he comes to a hospital; if we can judge at all from results, we can judge just as well at a later period of life whether he has been well trained before he went to the hospital, and we can then see whether he learnt his scientific subjects properly just as well, and in some respects better, than by simply judging him when he came to the hospital.

2843. The Commission will be very glad to be favoured with any opinion which you may have formed, derived in that manner, as to the previous education of these medical students at schools?—That is a very large question, and unless particular questions are put to me I should find it difficult to embark upon that subject. Speaking generally of those who have had the inferior kind of education, and who have not had the advantages of regular University courses, I should say that the great want of the less favoured class of medical practitioners, those to whom I suppose your Lordship alludes, is the want of habits of accurate thought. That is the first answer I should give.

2844. To what deficiencies in the system of school education in

England are you disposed to attribute that want of accurate thought which they exhibit?—Referring to what I have just stated, of my not being a judge of the actual state of the schools, and not wishing to speak from hearsay, I should say that it depended upon their not having learnt anything in their boyhood thoroughly well. That is my belief.

2845. With reference to the medical profession, do you conceive that it is of any great consequence whether the sciences have been taught to a boy at school?—If I answer that question exactly, I should say no; but then that must be under reservation. It depends upon the age to which we refer, the age at which the boy leaves school, because I am very doubtful whether it would be a great advantage to a boy to have worked at these sciences at a very early age; whereas I am quite sure that one of the main causes of the deficiencies in individual members of the medical profession to which I allude will be found in their not having been trained in those scientific subjects at the later period of their non-professional course, or of their school days.

2846. Should you say that up to the age of, say, 12 or 13 years you would wish a medical practitioner to have received any particular education, or do you think that that which was a sound and good education for a young man entering any other pursuit in life was also a very good one for a young man destined for the medical profession?—I have not the slightest doubt that the best thing for medical practitioners, whether of the more ordinary or of the highest kind, is that, as far as possible, they should receive in their boyhood, properly so called, the same education as you would give to any other cultivated youth, whatever, in short, this Commission or any other body of competent persons shall decide to be the best attainable training for a cultivated human being.

2847. To what age would you carry on your definition of a boy, with reference to the answer you have just given?—It is a very dangerous thing to answer about ages, because boys vary so very much, we can, therefore, only take an average. Speaking, therefore, of the average, I suppose that whatever education is the best for culture and training up to about the age of 15 years, that is also the best for a general practitioner; and then that from 15 to 17 years, we will say, it should be devised in what way he should be specially prepared for the future life, for which he has an aptitude; after that period (speaking of the ordinary general practitioners) they go to hospitals or places of special medical study, which are called technically medical schools. Then their course is clear enough.

2848. You think that the period at which special education is required commences, generally speaking, at about 15 years?—I should say so, or about that time, as nearly as possible. I wish to add upon that point, that I do not at all mean to imply that these special subjects may not form part of the education of boys—that is another question; but whatever is the proper education for boys up to 15 years should be the education of medical men, and after that they may begin to turn off to their other studies.

2849. I dare say you have considered this point. Of those which you call the sciences, are there any which you think ought to be made a part of the education of every boy to whom it is desirable to give the foundation of a good education; as, for instance, chemistry or physical sciences of any sort, or natural history; is there anything of that kind which you think essential to the good education of every boy?—Excepting language and number, I should not be prepared to say so; my reason being, that whereas 15 or 20 years ago I thought, and nearly

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

20 years ago I published advice to the University of Oxford, that everybody should be compelled to go through some portion of scientific study, ordinarily so called, I am now very doubtful whether that would not be a tyrannical regulation; but then your Lordship's expression was "every boy," and my reason for thinking that it should not be absolutely compulsory on every boy is that really some boys have an absolute incapacity for occupying their minds with subjects of this kind; they are exceptions; but there are some boys who cannot learn Euclid at all, and there are some boys who cannot tell the Old Hundredth Psalm from the Hallelujah Chorus. I know an excellent and admirable person who does not at this moment know the difference between them, and cannot acquire the knowledge. There are some boys and grown-up people too who might be forced to occupy themselves with what to them would be an absolute waste of time; therefore (excluding the word "every") I should say, that for boys generally, the cultivation of their senses, which is an absolute necessity to a medical man, is a very great advantage; and, if I am to express an opinion about education generally, (departing from the question, to which I thought your Lordship was alluding, of medical men,) I should say that one of the great deficiencies in society now is the want of the full habit of what is commonly called observation, which I use in an entirely untechnical sense, meaning thereby the want of seeing and knowing what is going on about them. The stupidity of some people in that way is something perfectly extraordinary; many excellent persons would have been much happier in life, have done a great deal better, and been more useful and more practical, if they had had put before them in their school-days any one of these so-called common subjects of observation—botany, or such like. I believe it might be done in various ways; I do not at all hold with those who think that it must be this, that, or the other subject. I believe it must be some subject by which the faculty of close observation, and, if possible, manipulation (the use of their hands) should be imparted to them.

2850. (*Lord Lyttelton.*) You include experiments as well as observation?—Most of these subjects include experiments or something analogous in the nature of the case.

2851. (*Lord Taunton.*) If I rightly understand you, you are of opinion that in a well-constituted school these things should not be made compulsory on all the students, but that every encouragement should be given to and the means of teaching should be provided for such boys as showed any desire or fitness for instruction in matters of that description?—That is my opinion. I feel no doubt whatever about it. If they are taught by cultivated persons, by persons generally well educated themselves, and not mere specialists, and also (speaking of boys not of young men) provided they are not taught in a dry and over-technical manner: for if that be done there will be very great risk of disgusting many, who might even have a natural appetite for them, with the very studies in which they would have delighted if they had been left to follow them in a less rigid manner.

2852. (*Lord Lyttelton.*) I think you stated in your evidence before the Public Schools Commission, that with regard to the education of the boys of the upper class, at least among those who were disposed to exert themselves, there is considerable danger of overwork at the present day?—If I remember rightly I said something of that kind. I do not know if those were my words. I remember that a question was put to me bearing upon that point once or twice. I really have not referred to it to see what I did say. I have been once

or twice facetiously addressed on that very point, and been told that there was no great danger at Eton or elsewhere of boys being overworked. My meaning was this, whatever the words might seem to imply,—we have heard a great deal within the last few years of a desire to force a variety of subjects upon boys and upon schools, as though there were some great advantage in compelling boys to know a little of everything, and that the point was to give them so many hours of this and so many hours of that, and if possible two or three hours of something else. Well, now, I do not believe that that plan will do for education at all, for two reasons, if it is done superficially it is useless for the purpose ; and if you prolong the hours of work beyond what boys can bear, you make the real working boys ill. You can very easily overwork the brain of a boy of 12 or 14. You can make him acquire certain things, and very likely make him quite useless afterwards. As a physician I have seen the result of this, and I think there is really considerable danger,—I have been laughed at about this at various times,—I think there is very considerable danger of overworking boys in these examinations, and young men too. I said this as a physician, and I say it again. It is those who have the will and the ability who will apply themselves. There is no danger of overworking the idle ones. Tackle them by all means ; seize them and work them in anything that you please ; but remember, if the studies become excessive, those who will apply themselves to one subject are those who will apply themselves to another, to a third, to a fourth, and so on.

2853. My question is this, whether, as far as you have observed, the same danger exists at present in the education of the middle classes that you have observed in the education of the upper classes ? —I have no personal knowledge of that : but the principle must be the same. Intellectual children are very often the most delicate in constitution.

2854. There will be a risk and possibility of the same danger in one class as in the other ?—If I might, as it were, reconstruct my opinion upon that point, it would be this, that if it is endeavoured to force into pass examinations (I take that as a case, because then it becomes compulsory) beyond a certain quantity of work in a variety of subjects, I believe that the risk thus run of overwork to persons of average ability would be greater than the benefit to their education. They had better know fewer subjects more thoroughly with less work, than have a smattering of a greater number of subjects with a greater apparent amount of accomplishment and a greater number of hours of study.

2855. (*Sir Stafford Northcote.*) Assuming a certain number of hours work done by a boy in the day, say, for instance, six hours, and that a boy is doing six hours work a day, do you consider that he will be more in danger of being overworked by having a variety of subjects together than by great pressure being put upon him to carry on one or two subjects in the same length of time ?—That would seem to me to be very much a matter of degree. It would be a question how far the boys were forced to work at these various subjects. I believe that a boy, or a young man, or a grown-up person can do a greater quantity of work of two or three kinds than he can of one kind ; therefore, within certain limits, a change of occupation is a good thing, and you can get more work out of a person by that change. I put this case. Supposing your subjects of education are all conducted in a very rigid manner, thoroughly and honestly done, and that you shift a boy from one subject to another, then to a

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

third, and then to a fourth, forcing him to close application and attention to each; I am sure there must be a limit to that. Everybody would at once feel it to be so when put in that shape. There must be a limit. The precise limit is a practical question which you would not wish me to go into, but it is clear, in the nature of the case, that there must be limit to what in the 24 hours you can get out of a boy. I may add this as an illustration:—Taking the case of chemistry, there are two ways in which a boy might be forced to attend to chemistry, either by watching experiments in an hour's lecture, which being done by another person would be little or no exertion to the boy, or by forcing him to get up symbols, and the very difficult questions in notation for the same hour. The amount of application demanded would be entirely a different thing. I do not wish to trouble you with too many details, but one must be very careful in answering questions of this kind.

2856. (*Lord Lyttelton.*) When you say you would consider the study of language and number as universally necessary, you distinguish number, arithmetic, and algebra from geometry? Do you always include geometry?—Perhaps I ought to have added geometry.

2857. You said there are some boys who are incapable of learning Euclid?—So I believe there are.

2858. But none incapable of learning simple arithmetic?—If they were incapable they certainly ought not to pass any examination which would place them in a cultivated class of society. I think that those two things must be compulsory on all.

2859. (*Sir Stafford Northcote.*) Following up my question, I rather wish to put it in this way. In cases which have come under your own observation of overwork, do you consider that they have been cases in which boys have been overworked by having had too many subjects forced upon them, or by the strain that has been put upon them to come up to a very high standard within a short time in one or more subjects?—Generally speaking, the latter, certainly.

2860. Assuming the boys are working for a certain examination, which is to take place in the course of two or three years, and that that examination is to be so framed as to see that the boys have made the best use of their time, would it in your opinion be better, physically and morally, for a boy that the examination should extend over several subjects, or that it should be confined to one or two subjects; in the former case, of course, the standard being somewhat lower than would be expected in the latter case?—That also seems to me to be a question which is to be settled by the details, and that a skilful schoolmaster conversant with what boys of average age and average ability, and coming from a certain class, can carry, will be the best person to answer that question.

2861. I will put it in another way. Do you think then an average boy of average powers, working conscientiously, and doing his best for six hours every day, will be more or less trained by having to divide his attention between four or five subjects, or to concentrate it upon one subject?—I do not know whether it is a purely hypothetical case which is put to me, or a case which practically occurs. I am not aware that boys are ever subjected to an examination in one subject only, which has been studied during a space of three or four years, so I feel some difficulty in answering that question. There is also a great difference between one and four or five subjects. If we were to take a list, such as the list of the middle class examinations at Oxford, which I have in my pocket, as a sort of standard list, or a list

of the matriculation examinations at the London University, it would be very easy to answer that question, considering those lists. I think if you take a list of the necessary subjects and the optional subjects, for instance, of the Oxford local examinations, there are not more than you may reasonably get out of an average boy. I do not know a case of forcing a boy to work exclusively at one subject, and then examining him at the end of three years. *H. W. Acland, Esq., M.D., F.R.S.* 3rd May 1865.

2862. I will explain to you the motive of my question. One or two answers which you have given, both here and before the Public Schools Commission, supplies this kind of argument to persons who wish to limit the number of subjects of study. They say it is better to keep to the study of language alone, or perhaps language and number, because we have evidence to show that if you put physical science and some other studies also upon boys you will do them injury. I wish to know whether you consider that the introduction of the study of natural history into the early education of boys is likely to overwork them ?—I am quite prepared to answer the question when put in that way, here or elsewhere, to any objector. I believe that a very useful amount of natural science may be taught in schools, in colleges, and in universities, in addition to the ordinary course of study, in almost every case, without any injury whatsoever to the health. Now that is specific. I have no doubt that all average boys and all average young men could add to the ordinary old English system of education some one or other of these natural history subjects with great advantage. I think, moreover, that opportunities should be afforded them for learning drawing and the use of the microscope. Drawing also from the microscope is an excellent as well as easy thing, and may be instructive in many ways, as a little reflection will show.

2863. (*Mr. Acland.*) Even with advantage to their own English studies ?—Yes, if properly taught. The Commission will be pleased to observe that condition. I say, if properly taught, and taught with that view. But that answer is not to be construed into saying that a man who is a great mathematician and a great scholar is therefore able to throw his whole powers for so many hours a week into the difficult problems of chemistry, physics, or optics. That is where I must guard myself ; and I hope I shall not be considered troublesome or transcendental when I am only cautious, because I see clearly that we are sailing between Scylla and Charybdis in a question of that kind. There is no doubt that to the ordinary old English education you may add, without any detriment to health, a very useful amount of study and knowledge of natural history subjects ; and any person who represents me to say otherwise does not certainly represent my meaning. It entirely depends on how they are taught and how examined.

2864. (*Lord Taunton.*) I think you stated that, as far as the education of some boys was concerned, you did not think it of much importance which of the physical sciences was selected for their education, but that you thought it very useful that they should be encouraged to instruct themselves in some one subject, at any rate ?—For an individual boy at a particular period of life, I entirely agree to that ; I think it would be a great advantage to any boy who was having an ordinary English education to acquire some knowledge of chemistry, or of one of the biological subjects. I know myself that I derived great interest, and I believe improved myself very much, by studying anatomy. It was a more difficult thing to study 30 years ago than now, because there were hardly any manuals in existence except for medical students, and there were none of the popular books which you can obtain now. I studied anatomy and dissected animals

H. W. Acland Esq., M.D., F.R.S.

3rd May 1865.

while I was a schoolboy, before I knew I was going to be a physician, or ever thought about it. I happened to have a turn that way, and while I was at Harrow I dissected many animals with such rude means as I could get. I have no doubt that the habits of observation and mechanical skill acquired at that time have stood me in very great stead all my life; but if we look at this question as one of arranging a whole scheme of education, I do not think it admits of quite so simple an answer. I ventured to speak on this point when I was examined before the Public Schools Commission; I spoke to this effect:—Looking to the whole scheme of education we ought to take care that these subjects go in such an order as not to waste the boys' time by going over and over again the same subjects, or (which is worse) by putting the cart before the horse; and I there said that, if I had the choice, I should teach boys at schools the elements of physics, because then they would with greater facility take up the further questions of chemistry, and being possessed of those two go on to the biological subjects. I know that that opinion is not shared by some persons, because some zoologists, for instance, say they should learn zoology, and some botanists say they should learn botany. To that I agree. It is a capital thing for them to study botany or zoology, especially anatomically in the way of dissection, and in the way of acquisition of facts. I have no doubt it is an excellent thing for boys looking at the whole course of their education, which I imagine it to be part of the object of the Commission to consider. I think, however, that we should try to see what are the fundamental subjects which should be learnt first; what next; what third; and so on. That seems to me to be only reasonable. Holding this opinion, it was the advice given by myself to the University of Oxford that when they founded their natural science school they should be careful to select those fundamental subjects which everybody, who was going to pursue any of the entire branches of science, ought to know first of all, and they have selected physics (using that word in a general sense), chemistry, and physiology, and every pass-man at Oxford now must pass in those subjects before he can take up any particular part of them as a higher branch of detailed science. I should apply the same thing to schools. I said this on a previous occasion much in the same way, and I still hold the same opinion. To the question which you put to me, whether one of those subjects will do as well as the other? I answer it will, perhaps, for an individual boy at a particular moment. You may call out the exercise of his senses by botany, or by zoology, to a certain extent by chemistry, and especially by any of the biological subjects, equally well; but I do not think it therefore follows that we are not to seek for a principle of selection as to which he had better learn first; I do not think either that there should be absolutely no attention paid to idiosyncrasy of taste or to special aptitude.

2865. In the case of an ordinary school, would there not be a difficulty in providing the means of elementary instruction in the whole range of physical science? Would it not be necessary to make some selection? —It would be necessary to make some selection, no doubt. An able schoolmaster, the Rev. W. Tuckwell, who is in charge of a provincial school, wrote to me lately on the subject, he being a good botanist and a skilful microscopist. By my advice he is, I believe, going to select two subjects to work upon, I am not sure which two, but subjects in two departments, one in the department of physics and one in the biological series. Whether he will take botany or zoology, or what he may call physiology, I do not know, but I advised him strongly

to select one or other of the subjects in each of those two divisions, so that he would have the more accurate and precise kind first, and then the more advanced and complicated kind. In that way also he would have in his institution a museum illustrating those departments. He would very soon see the turn of individual boys for one or the other. Then I said, "Let them take whichever they please; in all "probability they will find it to their advantage to take both." I quite expect that both those subjects, one of the biological and one of the physical subjects, will be taken by each boy. I think that some practical scheme of that sort will find its way into schools, and will by-and-by become general, especially in middle schools.

2866. That depends on the extent to which their head master would have a natural turn and disposition towards subjects of that description?—Yes, it does. It is not the only instance I know of the result of the endeavours which we have made at Oxford to carry scientific studies into general education; we have now men who are clergymen or country gentlemen who have paid a great deal of attention to these subjects as matters of education and accomplishment. Many of these men become teachers, and they will carry all their attainments, whatever they may be, whether in classics or mathematics, their botany or their chemistry, with them all over the country. That was one of the main reasons which actuated us in founding the scientific school at Oxford, not, so to speak, exclusively for the promotion of science—that is a part of it, one side of it—but for the throwing it into the general education of the cultivated classes of the country.

2867. Do you attach very high importance to classical education with regard to the higher branches of the medical profession?—Certainly, with respect to the higher branches, that is, to our best physicians and surgeons, the same as to other persons of high culture. I do not say that classical attainments are absolutely necessary for every person of cultivation, but they are a very great help to him, and for the finest cultivation absolutely necessary.

2868. Great physicians have very commonly been great scholars, have they not?—They have been so, but that is partly by an accident, by the accident that they were all University men, and by the accident also that, looking back into history, those studies were the studies of accomplished men, but if a period should come when other studies become the studies of accomplished men, then you would not have all physicians scholars, but you might have some of them astronomers or mathematicians, according to what happened to lie in their way in early life. That I think we must be careful in assuming, from looking to history, that these classical studies were necessary; in fact they were the only things, speaking broadly, that they had to employ their minds upon.

2869. (*Sir Stafford Northcote.*) You have spoken chiefly of physicians and the other class of practitioners, but there is another class of which you have not spoken. With regard to chemists, have you ever turned your attention to the condition of the class of chemists and druggists?—Yes, to a certain extent.

2870. Do you think that they are as a class satisfactorily educated?—A great many of them are, and a great many of them are absolutely ignorant, but I do not know that any absolute generalization can be made concerning them any more than about other bodies of men.

2871. Are you of opinion that any measure should be recommended in order to improve the education of that class of persons?—To improve the education of the better sort, I should say no. I do not think that necessary, but to make it compulsory that no person should

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

be a chemist unless he is competent for the purpose I think exceedingly desirable. It is an object upon which the Legislature is at present engaged, that is to say, to secure that no person who is not up to a certain standard should be allowed to undertake so responsible an office.

2872. With reference to the boys from the class of which chemists are likely to be drawn, what kind of education do you think they should have?—They should have just the same kind of education as you would provide in an average grammar school for all boys of 15, making certain things compulsory for them. The chemist at present absolutely requires Latin, and that may be considered a specialty or not, according to the view of the Commission of what should be compulsory on all schools. The chemist requires Latin, and that I should call his professional specialty in respect of general education.

2873. (*Lord Lyttelton.*) Are you acquainted with the Pharmaceutical Society?—Yes, generally.

2874. Are you aware whether it has had much effect on the instruction of chemists and druggists?—Yes. The Pharmaceutical Society is, I believe, a very respectable and excellent body, which has had seriously at heart the improvement of the class of chemists and druggists.

2875. They do not appear to have gone very far, or to have had any large number of young men before them?—The reason of that is clear; it is a purely voluntary society. Persons may become pharmaceutical chemists if they please, and get what worldly advantage they can out of the title, and that is all. There is not any legislative enactment requiring that chemists and druggists shall be competent persons.

2876. (*Mr. Acland.*) Would you be disposed to state generally what you think the most desirable education for young boys who are in preparation for the duties of country practitioners? You have already stated what you think is desirable up to 15, would you take the subject up at that time, and state your opinion as to what you think most desirable to qualify them for their after-life?—That depends in a very great measure upon the regulations which shall be made by another body, the Medical Council, with regard to the subjects which are to be necessarily studied, before entering on the specialties of medical study.

2877. Would you state what has been done by that body?—I think I state it correctly when I say that that body has hitherto not laid down anything in the form of a *curriculum* of study. With respect to the preliminary education, bearing in mind what the Chairman said of the importance of our not going into any questions applying to medical studies proper, I think the Medical Council laid down as a rule, five or six years ago, that the examinations in these non-professional subjects should be left to what we call the great educational bodies, which brings us of course at once back to the whole question of the schools, because if the Medical Council should say that we are relying entirely on the examinations of the educational bodies, the Medical Council will clearly, at a certain stage of things, be failing in its duty unless it ascertains for itself that the educational bodies do in their examination require the studies which should precede medical studies, properly so called, if there be such; and that is just the point on which I should be happy to answer, to the best of my ability, any questions put to me; but that is the whole question. I have stated that boys up to the age of 15, so far as I can judge, had better be educated pretty much alike. I do not see that what is good for an ordinary general practitioner, that is the minimum qualification, is not good for the attorney, for the attorney's clerk, the higher tradesmen, the chemist, or

anybody in the same town. If they are all at the same grammar school they are all taught at the same time; but then a question arises, which I may perhaps put most clearly in this form:—On a certain day, we will say at the age of 17, a young man has to appear at a London Hospital to begin medical studies proper. He ought to come with his mind trained in whatever is the best way, and tested by whatever is the best examination for his fitness for embarking on these particular, most onerous, and complicated studies; and any inquirer might naturally say, "Well, the common school education "furnishes the best preparation for that." Now I have no hesitation in saying, that a common school education 20 years ago, at all events, not to come down close to our own times, was a very poor preparation for it; about that there is no question whatever. It was a very bad preparation, and left the unfortunate youth at an enormous disadvantage on entering upon these complicated studies, unless he was a person of great ability, or had had the greatest of all educational blessings that a person can have, very sensible parents and a virtuous home, then that, perhaps, would have stood him in the stead of a good school. I believe that there are special preparations for these hospital studies which an ordinary school does not at all attempt; there are special studies which ordinary schools, as now constituted, do not furnish to this general practitioner prior to his hospital studies; one of the consequences of this has been that the London hospitals, with a zeal which does them the highest honour, endeavour to supply within the hospital walls the deficiencies of school education, and to teach the pupils there, when they ought to be studying their medical studies, things which they ought to have learnt at school.

2878. Do you think it a desirable arrangement abstractedly that those sciences should be taught in hospital schools?—No, certainly not. The school training or discipline for a medical practitioner is of a peculiar kind. The medical practitioner when once he is licensed by the State, and put on what is now called the medical register, is called upon to perform the most serious, anxious, and delicate duties that a man can perform. Every person who is so licensed is just as liable to be called upon as the President of the College of Physicians at a moment's notice. You will observe I am not speaking of mere professional knowledge, but of quality of mind; I have no doubt that many persons do much less well for society than they might have done if at their respective schools it had been endeavoured to send them up to their special hospital studies as well furnished as possible in the possession of those moral and intellectual qualities which in the medical profession are constantly called into play. Now I will show that at once, and you will see, I hope, that I am not pressing it in an unseemly manner upon you when I state this, as really a school question. The qualities to which I allude are not only those belonging to a scientific man; there is, as is perfectly well known, an immense amount of scientific knowledge required in a medical education, of scientific knowledge properly so called; but the real question with a medical man is whether he can practically apply that knowledge, and that is a question of quality of mind. Therefore it is not only hoisting in chemistry or physics, or so much this or that, but it is a question of whether the man is a man of character in the best sense, that is, capable of applying those subjects. You may depend upon it that there is no lack of scientific instruction at the hospitals. I do not believe that there is any lack of such training; but I do believe that many people who are sent to them are, as I said before, less well prepared than they might have been. There is a deficiency somewhere.

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

I suppose that deficiency is being very much remedied, and I do not wish to cast any reflection, from my personal knowledge, upon existing schools, because I am confident that somehow or other the schools have been very much improved within the last 25 years. I can see it. I know that when I was first a medical student, and went to dissect in St. George's Hospital, which was supposed to be one of the best conducted hospitals, I was shocked at many things which were certain indications of want of reasonable cultivation among the students. I at that time wrote a pamphlet on this very question of helping these students, whom I thought the State did not help at all, to stand the great ordeal that they have to go through when they are cast loose in a great London hospital. Being only a student, I published it anonymously, now nearly 25 years ago, and it is out of print. I believe if you look at the large number of medical students you cannot now find more exemplary or more excellent persons in any other class of students. I have been very much struck with that in my intercourse with many of them the last few years, and I am sure that a great improvement has taken place in the state of their preliminary education.

2879. (*Lord Lyttelton.*) You refer to the general schools at which they have been educated?—Yes; I am speaking, you will observe, entirely of their prior education, which is the point you have to consider. I have no doubt that they are much better prepared than they were formerly. I am not advanced in years, but formerly I have frequently seen letters from medical men grossly misspelt. Now I have not seen such a thing for years. I have not received a wrongly spelt letter for years, but I did formerly. If I might venture an opinion that is very much owing to the matriculation examination of the London University. I suspect so; but I have no means of knowing.

2880. (*Dr. Storrar.*) Referring to one of your former answers, I would ask you, assuming a limit as to what it is desirable to attempt in the education of a boy, may not the variety and the depth of his knowledge depend, after all, very much upon the capacity of his instructors?—No doubt, to a very great extent; on his own capacity, first of all, and then on the capacity of his instructors, which made me lay great stress upon the importance of these things being properly taught by persons themselves liberally educated.

2881. Is there not in fact at the present moment a great defect in schools among those men who undertake to teach physical science?—I should think the greatest deficiency, I do not think it can be otherwise considering the former conditions of the schools.

2882. The consequence is that these physical sciences are not placed before the boys in the attractive form in which they are capable of being put?—I have seen, at the Oxford examination for persons going to be physicians, a young man who had never looked through a microscope, and that implied, as he was a very well-educated person, that the opportunity had never been put in his way. One thing which I wish to repeat concerning scientific instruction is that at schools the utmost care must be taken, as the question implies, to place these subjects in a proper and pleasing manner before them.

2883. You are aware of the practice in some schools, that they get a lecturer in chemistry occasionally to come down upon the plea that chemistry is required as a subject of instruction in the school. Do you think that any really conceivable amount of information might be obtained by a mere fugitive lecture in chemistry occasionally?—Nothing in an educational point of view. I should not wish to say that it does no good, because I think that those persons who

know nothing whatever of the material history of the world, as viewed from any quarter, are in such an unhappy position that anything which opens out some view of it is a good thing; so that I would not say that an occasional lecture was no good, but for educational purposes of course it is of little account.

2884. Do you think that such a course would be doing justice to the science of chemistry as a science, or as an educational instrument?—Certainly not.

2885. You occasionally hear probably of teachers in schools getting up a little knowledge of chemistry from books in order that they may be able to give the boys some kind of an idea of chemical science. Do you not think it would be very much better if you could secure a class of teachers who really knew thoroughly a little of experimental chemistry, which they might be able to impart to the boys?—I do not think that any one of these scientific subjects can be taught to boys to any purpose, except they be taught practically. I believe in any one of them, unless the boys see the thing which is described, you not only teach the thing ill, but you perform a cruel act towards the child. Boys have an extarordinary aptitude for apprehending mechanical contrivances, and most boys see the way these things are done with an intuition, and acquire with a rapidity, which to us, as we grow on in life, is quite astonishing, and they retain these things with a retentiveness which we in the middle of life do not possess. Therefore to teach them badly is very unjust. You cannot teach them in a fair way except by demonstration, and no person can so teach who has not been trained by others or by himself in that manner.

2886. It has sometimes been objected to introducing such subjects as chemistry, natural philosophy, and botany into school instruction, that such instruction as can be given must be necessarily superficial. Do you not think that you might take a small portion of chemistry, or a limited department of botany or natural philosophy, and teach in that limited department to boys as thoroughly as you would teach, say, a limited number of problems of Euclid?—Yes, without the slightest question. The type of that might, perhaps, be Mr. Faraday's lectures on the candle, or any of his courses of lectures at the Royal Institution. But then in cases of that kind you employ a person of the highest genius. I have reflected upon that, and I cannot see why persons of the highest genius (and this has been done on the continent) should not prepare for us the definite courses of instruction, which then shall be closely followed. Until we have settled exactly what amount of these subjects can be learned at a given age, and how they can best be taught, and until manuals have been written on a reasonable scale and most skilfully devised by the best minds, this question will always be in confusion.

2887. Do you not think that the best way, in all probability, to find out the best systems of instruction, and to secure the best manuals, would be by beginning to teach at once?—They will come in floods, no doubt, when there is a call for them.

2888. I am afraid if we have to wait for the machinery we may have to wait for it a long time; but if we put ourselves at once in the position of appearing to do a thing that is difficult, even with imperfect machinery, will not good machinery grow up to meet the occasion?—I will give an instance, because this is a question which I had to think of very maturely for a practical purpose nearly 20 years ago. I was determined, if life were granted to me, to get the subject of physiology into the minds of the ordinary educated men of Oxford, not for the purposes of professional study at all, but for the purposes of persons of

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

ordinary cultivation. I determined that it should be done. There was not a single book in our language, as far as I knew, that was fit for the purpose. There were very large books, such as Dr. Carpenter's, and there were very little popular books which educated men, who were reading for a first-class in classics, would not read; I should be ashamed to give them to them; little manuals and things of that sort. The best book then was a French book by Milne Edwards. At that time I used this French book by Milne Edwards for those who could read French; but then I had to do something besides; and here came a great difficulty. I was obliged to make a large series of illustrations, so as to be able to show them the dissections and the parts described in the books. That was at first difficult. I supplied it, however, by giving them common animals to dissect for themselves, giving them oysters to illustrate the class of mollusca, common fish, common mammalia, and the like, so that at one time, now nearly 20 years ago, I had a class of persons, some of them experienced tutors, who got up the whole principle of classification by taking Milne Edwards' little manual and dissecting for themselves.

2888*a*. How long a time do you think it took those persons?—There were eight or ten of those demonstrative lectures, and that was all. I will undertake to say that those men, being men of general intelligence, and some of them of high classical attainments, giving only eight evenings in the course of one term to dissection, and seeing the tissues under the microscope, which they all did, with a small manual like this of Milne Edwards's, acquired an insight into what was meant by physiological science such as no amount of reading would have given them. They knew the real practical work. I have watched the history of several of those men. They have taken the greatest interest in the progress of science. Some of them are clergymen. Exactly the same plan might be pursued by all competent masters. It may be done without difficulty; but they want a manual to guide them, because you cannot expect a clergyman in the country, acting as a tutor, to be able to devise this system of practical work for himself. I was a physician, and had been brought up in all these things. It was very easy for me to follow in the wake of John Hunter, and to work with them at the microscope and so forth. But how can you reasonably expect this of a country schoolmaster unless he has been trained to it? I cannot tell why as in France, in the case of Milne Edwards,—I cannot tell why the Owen, Faraday, and Hooker of the day should not keep up standard manuals, up to the advancing knowledge of the age.

2889. (*Mr. Acland.*) You are speaking now of its bearing on general education?—Entirely.

2890. Therefore the professional books which exist in England do not answer the purpose?—Most of those books, I am not by any means condemning all of them, but most of them till lately were intended for medical students; I should say the greater number of them were. And many of the popular ones are just got up for sale.

2891. (*Dr. Storrar.*) Do you doubt for a moment that, if the demand were made in the country, those books would be supplied?—I have no doubt that they would be supplied in large numbers, but the question to my mind has been whether these teachers would know which were really the fittest for the purpose. I may venture to mention a little thing which I suggested for promoting the very object which you are about. An able young assistant that I then had at Oxford, of the name of Robertson, who has since become demonstrator of anatomy in the University under Professor Rolleston, prepared a set of dissections of the different classes of animals on purpose for the use of schools, and he sent

them up to the last Great Exhibition ; that was done in order to suggest to any persons who might see them, such as the masters and teachers of schools, that they could get them if they could not prepare them for themselves; that they could employ persons to give them a really good dissection of a typical mammal, a typical bird, a typical reptile, a typical fish, a typical mollusk, and so on. That little case, which was in the Great Exhibition, is now in the Museum at Oxford, and can be produced for a very few pounds. Then, instead of a person in a school showing the plates, and merely referring to a plate, which is a difficult thing for a boy to understand unless he has seen the dissections, he would have actual dissections for these illustrations. I mention it because I think it of great consequence that these masters should not be called upon to attempt impossibilities, and they cannot teach these subjects from books, as your question implied. They cannot teach these subjects from books in any useful way, or at all events not in any easy way, to the extent that they can from the objects themselves, whether you speak of chemistry or of biological subjects. Therefore a question which I thought of many years ago was whether it was possible to supply the objects to these persons. You can do it in the way I have mentioned. When once they have got a set of dissections of this kind, a small museum of these objects, the boys if they have any turn for it will make dissections for themselves and for one another at once; that is, speaking of the biological division. With respect to the department of physics and chemistry, there is now no difficulty in obtaining cheap and convenient apparatus from Mr. Griffin and from other persons.

2892. (*Lord Taunton.*) Are you of opinion that there are any other subjects that ought to be added to the general education common to all boys in schools besides those to which you have already referred ?—I think there are two subjects to which I have not yet had the opportunity of adverting, and which, as I said of physical science, I should be very unwilling to force upon every boy of necessity, but upon so many that I think they are deserving of your attention. They are what may be called ethical subjects, or subjects of philosophy proper. I think that I cannot, in the present state of society, exaggerate the importance of those subjects as a part of the education, I will not say of all persons, but unquestionably of those who are going to prepare for hospital studies. I think that a person who is approaching the study of science in the detailed way in which all medical students have to approach it ought to have been prepared by the study of some such book as Sir John Herschel's Introduction to Natural Philosophy. Herschel's is the best book which I could suggest; but some book of that general philosophical kind, and also, I would say, some book on ethics, or perhaps Whewell's Philosophy or his Novum Organum, should be included in the subjects for examination.

2893. (*Lord Lyttelton.*) The general science of ethics ?—Yes. I was alluding to that when I spoke of the delicacy of the duty of medical practitioners. The same questions are to be considered in the education of all men as citizens. When I look at the middle-class examinations in what are called the rudiments of faith and religion, I see that questions will be set in the two Books of Kings, and in one or two other subjects. I do not for a moment wish to depreciate the examination papers which may be set under that head, but I am very doubtful not only whether we might not, but whether we ought not to endeavour to have questions on the broader views, of the structure of the human mind, set to all persons who are supposed to have had anything like a complete education at school, at all events

H. W. Acland, Esq., M.D., F.R.S.

3rd May 1865.

at the higher schools. Questions of a large kind, affecting social economy, are also becoming exceedingly serious, and I think they ought to form some part of school education.

2894. Do you mean the ancient universal science of ethics, such a may be found in Aristotle ?—I do not think I should go to Aristotle for it.

2895. I mention Aristotle only as an example ?—Yes. I think that the study of language, the study of numbers (using that word in the broadest way), the study of geometry, and the study of physical science do not give all that we ought to wish to give to our children. I think there is another class of studies altogether, which are generally to be comprised under the head of religious and ethical studies, which ought to be required of all young men ; and if it cannot be agreed upon what religious examination they shall pass through, then I think that we ought to find some ethical examination which could be agreed upon. But I would not entirely exclude the constitution of the human mind, and all its various ethical and social relations, from the study of youth because we could not agree upon the particular form in which the studies were to be carried on. I should have felt it wrong not to have said that much on this matter to the Commission.

2896. (*Mr. Acland.*) With regard to the formation of habits for country medical practitioners, do you think it desirable that they should acquire habits of refinement, and that they should be educated as gentlemen; or do you think it more important that they should acquire what are called business-like and practical habits ?—If that question applies to the preparation for the medical profession, I can answer it at once.

2897. It does apply to that.—I know that it is believed that persons of cultivation and refinement cannot succeed in the country districts in the way that persons of rougher ways do succeed. I entirely differ from that. I can easily believe that there are cases where, with Boards of Guardians especially, a susceptible, cultivated, and thoroughly right-minded person is tyrannized over. I know that it happens, and I have often heard it said that if all the country practitioners were persons of refinement and culture they would lead miserable lives ; but the persons who say that seem entirely to forget the refinement and the culture which that very middle class is getting, and those who calculate upon preparing themselves by roughness, and what they are pleased to call business characteristics, to ingratiate themselves with the middle class will just find themselves entirely mistaken in a few years. The best advice I can give to any general practitioner going into the country would be to qualify himself to the best of his ability in order to fit himself for the post of a medical man wherever he may be placed. I am quite clear upon that point.

2898. You would say, therefore, that it is desirable, speaking of schools only, that the school education of a medical man should be decidedly a liberal education ?—Unquestionably.

2899. Do you also think that it should include some special preparation for scientific knowledge, and also the acquisition of manual dexterity ?—Yes.

2900. You also think that may be attained by improving schools, and by a more thoroughly competent class of instructors ?—I think so.

2901. I think I understood you also to say, but I wish to be sure on the point, that for the purpose of thoroughly teaching science to men who would apply their science in after-life, it is very important that the scientific teacher should not be a specialist, but a man of a thoroughly cultivated mind ?—I think so.

2902. (*Lord Taunton.*) Are there any other observations which you wish to make to us?—Only this, that with regard to the last question put to me, I think it right to observe that there is no doubt that before very long the Medical Council will require certain subjects to have been mastered, and to have been passed in examination by the class of persons concerning whom you are questioning me. Sooner or later they will require that. It is not so at this moment, but no doubt it will be so. In that case the boys who do not go to schools where those subjects are taught must necessarily fail. I thought it right to add that, because although it is not so at this moment, it certainly must be so before long, both in that department and in others. *H. W. Acland, Esq., M.D., F.R.S.* 3rd May 1865.

2903. It will, of course, encourage the cultivation of those very things in the schools?—Yes; because if, for instance, the Medical Council had said that no student should enter upon his medical studies until he had passed an examination, we will say, in mechanics and hydrostatics, as the London University does in its matriculation examination, and supposing they made the rule so absolute that no person could possibly get into the medical profession who had not learnt those subjects, that would be of very great importance in regard to middle-class schools.

THOMAS HEWITT KEY, M.A., F.R.S., called in and examined. *T. H. Key, M.A., F.R.S.*

2904. (*Lord Taunton.*) I believe you are the Head Master of the University College School in London?—Yes.

2905. How long have you occupied that situation?—From the very opening of the school, which I think was in the year 1832.

2906. You are also, I think, Professor of Comparative Grammar in University College?—Yes, I have been so for 24 years.

2907. If convenient to you, I propose to adopt the order which we have generally adopted, and ask you questions under these heads: the history of the school; financial arrangements; fees paid by the pupils and others; the constitution of the school; the relation of the head master to the governing body, the under masters, and others; the religious training and social grade of the pupils that frequent the school; the studies, discipline, prizes and exhibitions, and the playgrounds. I will begin with the history of the school. Will you have the kindness to give us the history of the school?—University College was founded, under the then name of the University of London, in the year 1828. It was opened in that year. In the year 1832 a school was established in connexion with it under the influence of the Council of the College, and especially of Mr. Leonard Horner, the then warden. Originally it was under the joint control of two head masters, Professor Malden, at that time the Professor of Greek in the college, and myself. I then held the Professorship of Latin, and continued as Professor of Latin for 13 years. Mr. Malden came to the college, I think, in 1831, as Professor of Greek, and he is still the Professor of Greek. This arrangement of two head masters continued, I cannot tell you the exact time, but for many years. It was at last thought that some evil arose from divided responsibility and divided power, and then an arrangement, with the full consent of Professor Malden, was made that he should abandon his position in the school as head master, still taking charge of the highest Greek class in the school. He continues to do that now.

2908. Was there no practical inconvenience found in the system of two head masters?—Simply this, that there was sometimes a delay in the graver matters. In ordinary matters either of us acted without waiting for the authority of the other, but there were occasions where consent being requisite there was need for deliberation, and then delay

T. H. Key, M.A., F.R.S.

3rd May 1865.

took place, which was the sole inconvenience. We never had any grave difference on any question whatever.

2909. Practically you yourself performed those functions which are generally considered as belonging to the head master of the school?—No; Mr. Malden did so quite as much as myself at that time, but we acted most harmoniously from the beginning. There was nothing but the delay that occasionally arose which led to the change.

2910. What is the financial system connected with the school?—You mean, first of all, the fees paid by the boys?

2911. Yes.—The fee paid by the boys for many years was 5*l.* a term, there being three terms in a year. There were some little charges besides not worth noting. For the last 10 years at least, but I cannot give you the exact time, it has been 6*l.* a term, making 18*l.* a year. There are other little charges, such as one of 3*s.* 6*d.* a term for stationery, and there is a small extra charge for such things as gymnastics, drilling, and Hebrew; but these are optional.

2912. (*Dr. Storrar.*) The fabric is provided by the college?—Yes. It consists of some upper rooms of the college, which were not turned to account at all at first. They had been left vacant, and were not even fitted up. They were then arranged for the purposes of the school, and the plan is somewhat inconvenient. With two exceptions, to get to any of the rooms the boys have to mount up at least two stories, and that is a grave evil.

2913. Has the school anything in the shape of endowment, or revenue, or anything of the kind except what is derived from the fees of the boys?—There is one endowment, which they call "the Holloway Fund." Mr. Holloway, a banker at Hereford, left a certain sum of money to the college. I cannot tell you what the total is, but it has been enough to pay the school fees of four boys through the year; and I understand that by a more productive investment of the bequest, it will henceforth be sufficient for the payment of the fees of five boys, amounting to 90*l.* With that exception we have nothing.

2914. (*Lord Taunton.*) Is the school self-supporting?—Yes, quite so.

2915. What is the total revenue of the school now?—I think I saw that the gross revenue was something over 5,000*l.* I take that from the college accounts, not from my own knowledge.

2916. How are the masters paid?—The masters are paid almost entirely by fixed sums. It is not absolutely so, but nearly so.

2917. May I ask what is the salary of the head master?—My salary is wholly dependent on the capitation fees.

2918. There is no fixed sum at all?—No. If the school disappeared I should not have a farthing from it.

2919. May I ask what is the amount?—The capitation fee varies. It varies according to the number. Up to a certain point it is one-fifth.

2920. (*Lord Lyttelton.*) One-fifth of what?—Of the fees paid by the boys. That is up to a certain point, viz., till the fees of the term reach a gross amount of 1,400; after that one-twelfth of the residue.

2921. (*Lord Taunton.*) Upon what principle are the under masters paid?—By special agreement in each case. Generally it is a fixed sum.

2922. (*Lord Lyttelton.*) They are all paid out of the fees of the boys?—Entirely.

2923. (*Dr. Storrar.*) How many boys have you in the school?—Last term we had something like 340; I cannot tell to a unit. We

are now recommencing a term. After Easter, therefore, I cannot tell how many boys we have got, because some come late.

2924. (*Lord Lyttelton.*) What is the age of the boys generally ?—We have had them as young as seven, but that is quite exceptional.

2925. Is it wholly a day school ?—Entirely so. Some of the masters have boarders.

2926. Some of the masters are allowed to take boarders ?—Yes, any master is allowed to take boarders.

2927. (*Lord Taunton.*) What is the governing body of this school ?—I am the governing power in the first instance, but under the direction of the council of the college.

2928. What are the relations of the head master to the council of the college ? First of all do the council of the college appoint the head master ?—Yes.

2929. Have they the power of dismissing the head master ?—They have not an absolute power. The tenure is I believe, only the same as the tenure of a professorship in the college.

2930. What is that ?—There a professor could be removed for misconduct or neglect of duty ; and then again only by the joint action of the council and senate, or body of professors, with the consent of a certain proportion of the other professors—of his colleagues.

2931. How would that be analogous in the case of the head master ?—The head master is in the position of a professor *ad hoc*.

2932. Who appoints the under masters ?—I appoint them in the first instance, subject to the approval of the council.

2933. Have you the power of dismissing the other masters ?—Hitherto I have had it, but within the last 12 or 18 months I have made an arrangement with the council that I should not have that power unlimited, that they themselves should have a voice in the matter. The question has never come to a point.

2934. May I ask what induced you to make that suggestion ?—The suggestion came from others. There existed a little feeling that the masters were too dependent upon me ; nothing more than that. To my knowledge there was no special ground of complaint. It was the general feeling that they ought not to be subject to my absolute power.

2935. (*Dr. Storrar.*) Besides those masters who devote themselves entirely to the instruction of the boys in the school, you have occasional masters ?—Yes, many.

2936. (*Lord Lyttelton.*) What is the proportion of the ordinary masters for the ordinary studies of the school to the number of boys ?—I could tell you more accurately by the prospectus.* I shall perhaps give the best idea on this subject, by stating that we object to a class exceeding the number of 25 ; excepting in the cases of social science, experimental natural philosophy and theorectic chemistry.

2937. (*Lord Taunton.*) The next point is the religious teaching. What is your system of religious teaching in the school ?—We absolutely exclude it. We have boys of all classes. We have one Hindoo ; several Parsees ; some 50 Jews ; Dissenters of all classes ; Unitarians ; a few Roman Catholics ; and a large number of the Church of Eng-

* I find that besides the head master and vice-master, eight other masters attend the whole day or very nearly so, that is both morning school and afternoon school. To these are to be added five or six who have classes in the morning only ; while Professor Malden and three or four assistant masters are present only in the afternoon. This includes but a small fragment of our instruction in German, and none of the drawing staff, as these subjects belong to extra hours. We have two German masters, and six drawing masters.

T. H. Key, M.A., F.R.S.

3rd May 1865.

land. We have from the first gone on the principle that we cannot give religious instruction in a manner satisfactory to every one, and therefore we leave that to the parents of the boys and the clergymen of their several denominations.

2938. Is there religious worship of any kind?—None; nothing more than a grace before and after meat.

2939. (*Lord Lyttelton.*) Nothing goes on upon Sunday at all?—None of them are there on Sunday. The boys are with their friends or with masters on Sunday, and then the master stands *in loco parentis*. That has nothing to do with the school.

2940. (*Lord Taunton.*) In the case of boarders and those who come from a distance you leave it to the masters who hold the boarding houses to deal with the question of religious worship and instruction as they may think right?—Precisely so, and for the most part the masters are themselves of some special denomination. For instance, we have a master who takes boarders who is himself a Roman Catholic, and I believe all his pupils are Roman Catholics. We have another master who is a Unitarian, and all his pupils I believe are Unitarians, and so on.

2941. (*Lord Lyttelton.*) Have you always had some Roman Catholic boys?—I think always.

2942. A fair proportion?—A very small number, but always some.

2943. (*Lord Taunton.*) Have you any instruction in ethics or morals?—Not formally. Of course the question of instruction in ethics comes in with the management of every class; but there is no formal instruction in it. The nearest approach to it is the class which we call the Social Science class, which I will speak of presently.

2944. Have you any means of judging and forming an opinion of what is the effect of this system on the religious habits of the boys?—No, I never asked a question about the religious habits. I do as to the general conduct and truthfulness of a boy, and there I have a very high opinion of the condition of the school. I believe that they are a very truthful set of boys, and very honourable indeed. I carefully abstain from asking any question, as to the special religious opinions of the boys.

2945-6. I do not mean their special religious opinions, but with regard to their general religious opinions, have you any reason to believe that an irreligous tone of feeling prevails?—Certainly not.

2947. Have you any reason to suppose that religious subjects form a subject of discussion among the boys?—I think it is a subject carefully avoided.

2948. By themselves?—I think so. I have never come across a trace of it. Now and then I have heard of a boy who is a Jew being insulted by a new comer, but it is instantly put down by the good feeling of the others. They never tolerate it.

2949. The next point is as to the social grade of the pupils. What, speaking generally, should you say was the class of society from which your boys come to you?—They come from many grades, the extremes of which are far apart.

2950. (*Lord Lyttelton.*) What are the limits?—I should say we have a large number of sons of barristers, solicitors, physicians, surgeons, clergymen, bankers, merchants and artists on the one side and we have sons of publicans on the other.

2951. (*Lord Taunton.*) Sons of tradesmen also?—Yes.

2952. (*Lord Lyttelton.*) You may take those as the two extremes, and there are all shades between?—Yes.

2953. You say you have had boys as young as seven ?—Yes, but very rarely.

2954. What is the age of the eldest boys that you have had ?—Our rule, and a rule we generally adhere to is, that when a boy has attained the age of 16, though he is not turned out of the school, he is not allowed to return to the school after the end of the academic year.

2955. After he has turned his sixteenth birth-day ?—Yes. If he was born in the month of August he might remain to the verge of 17.

2956. Your term begins in September ?—Yes, in the last week of September.

2957. Do most of your boys remain till about that age ?—Perhaps I may say that most do, but what we complain of is that they do not come to us young enough. I have said already that seven was decidedly the exception.

2958. At what age do they generally come ?—I should say that the average age was between 13 and 14.

2959. Where have they been before ?—In all directions, in every possible way ; and for the most part they have been very ill taught.

2960. They have mostly been at other schools ?—Yes, the great majority have.

2961. They come to you badly taught at the age of 13 or 14 ?—Yes, for the most part.

2962. What you desire is to undertake their whole instruction from the beginning of the school period ?—Yes, decidedly. Let me further add that in the last 18 months, in fact since September 1863, we have made an alteration in the school. We have introduced a junior school. We called it first a "junior junior school," which was an unhappy name. The reason we introduced the two "juniors" was this, that the school proper was called the "junior school" to distinguish it from the college, and then when we introduced a lower system than that we required two epithets. Now we are going to call the school merely "the school" without the epithet "junior," and henceforth we shall call the lower school "the junior school." The main object was to get them at an early age. We have found several difficulties in effecting that object. First of all, the public are constantly confounding the school and the college, and they bring their sons at the age of 13 or 14 to give them a finishing education, as it is called. Many think that the school is the whole. Others say this, "Oh, it consists of large boys ; my little fellow must not go "there ; he will be ill-treated and knocked about." Therefore, in establishing this junior division we have taken great care to keep them apart. They have the same playground, but at different hours. They have different rooms entirely; in fact, they have now even a different staircase.

2963. You say the majority of them do not stay to the utmost limit ?—I think a majority, or nearly so, do. A small majority, perhaps.

2964. Boys of the higher class, the sons of barristers, for instance, would probably stay till that time ?—Yes.

2965. Do many go up to the old universities ?—A small number do.

2966. You said just now there were a great many merchants' children, and children of that class. Is there any one decidedly preponderating class or profession whose boys you have ?—I think not There are a large number of cases where I do not know what the occupation of the parent is.

2967. They are children of what is commonly called the middle class ?—Yes, the middle, and I think the upper class too to a certain

T. H. Key, M.A., F.R.S.

3rd May 1865.

extent; sons of barristers, physicians and artists of the first rank, for example.

2968. (*Rev. A. W. Thorold.*) Have you many tradesmen's sons?—Yes.

2969. Do you find them, as a whole, willing and able to pay the 18*l.* a year?—We rarely have any difficulty about it. The Holloway fund enables us at any time to have four boys in the school without charge, and that puts it in my power to meet the difficulty of those cases. Some cannot pay it. We always have some such cases; persons in a good position, but with a small income. We put in our prospectus that this Holloway fund is available, and we really have to go in search of people to take it.

2970. (*Dr. Storrar.*) What number of the boys in the school proceed to the college to attend the classes there?—But a small proportion; unhappily a small proportion. A large number go into commercial life; some go to read with private tutors; and some go to cram for the matriculation examination of the University of London.

2971. What number proceed to matriculation at the University of London?—Not very many compared to our whole numbers. Many of them go first into the college before proceeding to matriculate at the University of London, and therefore do not appear on the books of the University of London with the name of University College School attached to them.

2972. So that those of the school who proceed to matriculation really go to the college first?—Generally; more frequently than not.

2973. (*Lord Taunton.*) Will you have the kindness to state to the Commission generally what is the course of study pursued in the school?—We have no absolutely prescribed course. A parent may select any course he likes; but, in point of fact, every boy learns French. The exceptions are but one or two, where a boy has learnt French in France perhaps, or he may even be a French boy. In the case of one or two delicacy of health cuts down the amount of study. I may say, practically, 99 out of 100 learn French. Out of 340 boys (I speak again from recollection) some 80 may be learning German. Of course many boys are desirous of learning German eventually who are not sufficiently advanced in their other studies to begin it. Of the older boys, therefore, a still larger proportion are learning German. None learn any other modern language except, of course, our own. Then we take the other languages, Latin and Greek. All but perhaps 10 per cent. learn Latin, yet it is voluntary. As a common rule we recommend it. If parents take my advice their sons learn Latin, more or less, because I think even a year's Latin may be of use to them. In Greek the number is small, for two reasons. Many never wish to learn Greek if they are going into commercial life; of those who do learn Greek the number is smaller for this reason, that we do not wish a boy to commence that language at all until he has made fair progress in Latin. My rule is this, that he must have been through the third class in Latin from the bottom before we advise his learning Greek at all; thus a boy does not begin Greek till he is some 13 years of age.

2974. (*Lord Lyttelton.*) Into how many classes is the school divided?—Six; but each class is subdivided, if necessary, on account of numbers.

2975. (*Lord Taunton.*) Can you state what number of boys do learn Greek?—About 60.

2976. Are we to understand that it is absolutely optional to the parents and the boys as to what they learn?—It comes to this, that if

a boy is not to learn this, that, and the other, we cannot fill up his time.

2977. Is not the payment of 18*l.* a year a sufficient security that the boy will not come there to learn positively nothing?—Yes. We had two brothers a short time ago who learnt neither Latin, Greek, nor French. They were the sons of a Spaniard, and I believe they had special opportunities at home of learning French. They were going into commercial life, and Spanish was of importance, but that we did not teach; they learnt that at home, their parents being Spanish; and those boys learnt little beyond mathematics, arithmetic, writing, and geography. They did not learn German.

2978. With regard to language, is care taken to ground the boys well in the Latin language—those who do apply themselves to it?—Those who come to us at an early age we take very great pains with; but when a boy comes at the age of 13 or 14, having learnt Latin in a manner and got disgusted with it, we do not put him into the beginning class, we put him into a higher class, and we tell the parents, "This boy will never be a scholar, and will never learn the language;" we do not hold out the slightest hope of that. They go into a class doing no great credit to themselves, and no great credit to the school. We do not put them into the grammar, and begin *ab initio* with them. They have a certain amount of grammar, but are not put in any special grammar class. I should perhaps add that our mode of starting with the study of Latin and Greek has a marked peculiarity. We call it the "Crude Form" system, borrowing the name from the Sanskrit grammarians. We believe it to have the twofold advantage of being more true and more simple.

2979. Do you find that the parents of the boys attach much importance to their sons having a solid education in Latin?—Many do not. Some even say to their boys, and most injudiciously, "I do not care about the Latin, but get on with the other subjects."

2980. (*Lord Lyttelton.*) They merely acquiesce in it?—Something of that kind.

2981. (*Lord Taunton.*) I presume from what you have said that the great stress of the education given in the school is more on other studies, fitting them for the practical pursuits of life?—I should not like to say that. We have boys whom we train up to the highest scholarship, omitting one single part of scholarship, viz., the power of Latin verse writing. That we do not introduce.

2982. (*Lord Lyttelton.*) You have no Latin verse?—No Latin verse composition. The principles of Latin verse are taught, and as I believe more soundly than elsewhere. We include also, what is commonly not taught, the metres of the comedians.

2983. Neither original composition nor translation?—No, neither, if you limit the term of composition to verses. Now and then a master has requested to try it with boys, but he has generally given it up.

2984. You have Latin prose composition?—Yes.

2985. Composition in Latin and translation?—No, only translation.

2986. (*Lord Taunton.*) What are the other subjects of study taught in the school?—Mathematics and arithmetic.

2987. Book-keeping, I presume?—Yes; but no very large number take that. Parents, as a general rule, do not wish their sons to learn book-keeping, even if going into commercial life.

2988. They wish them to have an education of a more general than special character?—Yes, and I think they show their good sense in that.

T. H. Key, M.A., F.R.S.

3rd May 1865.

2989. Your own opinion is, that that is the education which is most desirable for boys in that class of life?—Yes.

2990. (*Lord Lyttelton.*) The average length of time that the boys remain is about three years?—Between two and three years. Still we have boys who stay even six, seven, or eight years, but they are a small number.

2991. (*Lord Taunton.*) You teach them mathematics and numbers?—Mathematics and numbers we teach; mathematics to a very considerable extent.

2992. How far do you go?—We sometimes go into the differential calculus. When I say we go into it, I do not mean that we do more than commence the study. We take all the lower mathematics, such as Euclid, which I should like to get rid of as far as I am concerned, and teach them plain geometry, not by Euclid. I think the book is a thorough mistake. It is in my view a most illogical book. Here I have my friend Professor De Morgan opposed to me, but I have on the other hand our late master, Mr. Hirst, who is one of the first mathematicians in England. He was thoroughly with me on that point. He is now in the Council of the Royal Society as a representative of mathematics. I should like to mention that in the mathematics we take the two trigonometrys, plane and spherical, conic sections, analytical geometry, and the theory of equations. Mr. Hirst also took them into departments of mathematics, the names of which are unmeaning to me, such as determinants, and things of that kind.

2993. Have any number of pupils educated at this school subsequently obtained mathematical honours at Cambridge or elsewhere?—A number have obtained honours at Cambridge. For example, I took up the Cambridge Calendar while waiting in the adjoining room this morning, and I opened it at 1850, 1851, 1852, and 1853, 1854, and 1855. I found a series of men from our school who had been distinguished. I found Mr. Routh, the senior wrangler, besides second, third, fourth and fifth wranglers, viz. Messrs. Batty, Yool, Hayward, and Crompton, son of the judge.*

2994. You have every reason to believe that the education in mathematics is excellent in your school?—Yes. I may mention another case, that of Professor De Morgan's own son, Mr. George De Morgan, who I believe has passed the highest mathematical examination ever passed by anyone at the University of London. I will mention another case, that of Mr. Numa Hartog, who is a Jew. He passed the very highest examination simultaneously in Greek, Latin, and mathematics at the University of London, and got the highest honours in all. I think that is a stronger case than any other. I mention him, because he had only two years Greek in our school. Yet he went out the first Greek scholar of the year. I am assured also that he is an excellent Hebrew scholar; and while yet in the school he read both German and French with facility.

2995. With regard to the physical sciences, do you give any instruction in them?—We do.

2996. Will you state of what description?—I will take chemistry. We have two classes in chemistry. I suppose we have as many as 60

* The question was limited to mathematical honours; but besides these we have occasionally had men who have obtained a first-class, and that at both Oxford and Cambridge. Thus Mr. John Power Hicks took a double first-class at Oxford, at moderations; Mr. Horton Smith took a first-class in classics, at Cambridge; Mr. Ingram Bywater at Oxford. But on this side we always stand at a disadvantage, because we steadily adhere to our rule of excluding verse composition.

boys learning chemistry, learning it theoretically first, but we have a class of 24 boys learning it practically, and they have a laboratory of their own, and do the things as well as talk about them. They make the experiments under the eye of their teacher. I have reason to believe that they become fairly proficient. We limit the amount. We do not let them go far into it. We rather study a thorough knowledge of the little they deal with. They do get a practically useful knowledge of chemistry.

2997. You stated that boys who come late to you, coming from other schools, often come in a very lamentable state of ignorance; are there any deficiencies which they exhibit by which you have been struck?—They do not know what they have been learning generally; they have been working at Latin three, four, or five years, and know nothing.

2998. For instance, do you observe that there is a deficiency in spelling?—Yes, a great deficiency in that respect as well.

2999. And in the ordinary rules of arithmetic?—They know them generally by rote, or by rule, without understanding principles.

3000. Generally speaking, do you conceive their minds to have been very uncultivated?—Yes.

3001. (*Lord Lyttelton.*) A want of accurate thought?—Yes; a want of accurate thought. A boy knows the rule of three and knows fractions he says, but the moment you test him by a question which involves a little principle he is thrown out.

3002. If you put it in the form of common sense, he cannot do it?—If I ask which is the larger seven-eighths, or eight-ninths, I am almost invariably told seven-eighths, because it seems to be a trap.

3003. Is the general system of instruction in the school nearly the same as it has been since the establishment of the school?—Chemistry has been introduced which was not taught at first, and when it was first taught it was not taught practically. We have fitted up a room specially for practical chemistry, large enough for some two dozen boys to work in.

3004. You have always had some branches of physical science?—Yes; natural experimental philosophy, and, further than that, applied mathematics; but then that is for a small number. I should say that we seldom have more than 20 at applied mathematics and physics.

3005. When you first knew the school what branches of physical science were taught?—But little was done in this way simply because at the beginning our boys were too young. We had very few old boys for a year or two.

3006. Were the ordinary sciences of observation, botany and zoology, taught?—Occasionally we have had botany taught, but only occasionally.

3008. Do you attach more importance to the experimental sciences?—Yes; we found we were not doing much good in the other sciences.

3009. Do you conceive that the teaching of all these subjects of physical philosophy is imperfect, unless you can make the boys use their own hands?—I should say so.

3010. Apart from these points the general system of the school is nearly as it was constructed originally?—Very nearly indeed.

3011. Was the school originally constructed with the distinct object of meeting the wants of the middle class in London?—Yes, and also supplying a better education to the highest class; we always included that.

3012. You teach French, sometimes German, Latin, mathematics, sometimes Greek, and physical science?—Yes.

T. H. Key, M.A., F.R.S.

3rd May 1865.

3013. You have other English subjects?—Yes.

3014. What English subjects do you teach?—We have several others, first of all there is the English language itself.

3015. In what way do you teach the English language?—In the lowest classes we do not teach systematic grammar; my own belief is that a boy learns grammar better from his Latin than from his English books. I remember that as a boy at school I never saw an English grammar, but I do not think I suffered from it; I think I learnt my English grammar indirectly from my Latin and Greek.

3016. You have attended particularly to the science of grammar?—Yes, and to language in general. We have a higher class in English language which deals with it in a more complete manner, far beyond what is taught in our ordinary books. I always implore the grammar masters not to bother the boys with grammatical definitions in the lower part of the school, but just to see that they write good English, very much without rules, and when there is an error to point it out. I believe the boys learn to write English better in that way.

3017. Do you practise them throughout the school regularly in English composition?—Those boys who do not learn Latin have a very large amount of English composition. They have a lesson every day without exception. Those who are learning Latin, Greek, German, and mathematics have little other instruction in English than what they get in the translation from those languages.

3018. Do you apprehend that in learning Latin and Greek, if properly taught, they cannot fail to learn English at the same time?—I should say so.

3019. Do they learn any general modern history?—Only English history.

3020. They do learn that?—Yes; but I do not think they learn it successfully. If I had my own way I would strike out the formal teaching of English history altogether. First of all I think the study of history is greatly over-valued. I give you my opinion for what it is worth; but such is my opinion. We learn very little philosophy from it; we load our heads with facts, not always facts, and with dates which when remembered are not worth remembering. I am a vehement opponent to the study of history. I would strike it out of all examinations, although at Oxford I see there is great value attached to it.

3021. Do they learn geography?—Yes, but not so much political geography as physical geography. We have Cornwall's little book, and Hughes's Physical Geography. Those are the two books we use. I always hold that the maps are the best part of the instruction, the constant habit of referring to maps which they have before them.

3022. Do they make maps themselves?—A little, but I do not care much about that.

3023. Do they learn music?—None. We have once or twice tried a singing class, but have never succeeded in it. It was outside the school-hours, and the boys considered it a sort of punishment to have to learn in playtime a thing of that kind. It did not succeed, and we gave it up.

3024. Do they learn drawing?—Yes. We have a very large staff of drawing masters. They are all men of high station in their art. They are all, I believe, students who have won special prizes in the Royal Academy.

3025. Does that seem to be valued by the parents of the middle class?—I think it is. I check it as far as I can with the little boys,

and purpose to check it more, and to make this rule that no boy shall learn drawing who cannot write fairly well.

3026. Do you teach writing in the lower parts of the school?—Yes, in all the lower parts of the school.

3027. You have a writing master?—Yes, a writing master of very great ability in his line; indeed a man of ability generally. We have two writing masters, but one devotes the whole of the afternoons to it, and the other only a small portion.

3028. Let me understand with reference to the option you mentioned. Surely the option of the parents does not extend to all these branches; is arithmetic, for instance, entirely optional?—I do not say that it is not optional, but I never came across a parent who did not wish his son to learn it. If they have the option they never make use of it. Now and then a boy has already advanced so far in arithmetic that he takes mathematics in place of it, but then mathematics is a continuation of arithmetic.

3029. What are the school-hours?—We have made a slight alteration this last year in that respect. It is now from half-past nine in the morning to half-past twelve; that is the morning school, and runs through all the days of the week. We open again for school at half-past one, leaving an hour interval, and go on for two hours and a quarter, till a quarter to four; that is on the Monday, Tuesday, Thursday, and Friday, leaving out Wednesday and Saturday.

3030. Are those half-holidays?—They are half-holidays for those boys who learn neither drawing nor German. Saturday is a half-holiday for nearly everybody, for I always recommend that the boy should only take one lesson a week in drawing, a two-hour lesson, and the parents usually select Wednesday for that purpose. On Saturday afternoons we have no German taught, for two reasons; first of all, the Jews value German more than the average of the boys, for commercial purposes. Very often they have a German connexion. In the next place, our chief teacher of German happens himself to be a Jew, and therefore no German is taught on the Saturday.

3031. What is your impression of the importance of the study of Latin for the boys, I am speaking of boys of the middle class? Do you consider that as a mere matter of information, or the possession of certain knowledge, the knowledge of Latin is of much value to them?—I do not think that the knowledge of Latin for the purpose of reading Latin authors is of service to any but a few. Those who are going into mercantile life rarely get the facility; but I value the study of Latin first of all as teaching them grammar generally.

3032. What I wish to ask you is whether you consider the general value of the learning of Latin as a mental discipline and a part of instruction as much in proportion for the middle class as it is for the upper class?—Not in the same proportion.

3033. Are you aware whether it is a matter generally inquired into as to boys who come at 13 or 14 which of them come from schools and which come direct from home?—The majority come from schools; a very small number come from home; and then chiefly because ill-health has prevented their going to school. Now and then the parent happens to have the power of teaching.

3034. Generally speaking, without much distinction as far as the schools go, these middle-class boys generally come to you from these other schools in a state of very imperfect mental development?—Yes; in some cases where the boys come with a good sound thorough knowledge they are sent to our school because the father thinks they

T. H. Key, M.A., F.R.S.

3rd May 1865.

have had enough Latin and the other part of their education has been neglected.

3035. (*Lord Taunton.*) Your experience does not seem to have given you a very high idea of the judgment of parents with regard to the education of their children very often ?—No, I think not.

3036. (*Lord Lyttelton.*) Do you believe that the parents of the middle class have any very clear appreciation of the value of intellectual education for their children ?—On the whole, not. Still I may mention this that I have sometimes had letters from parents on their sons leaving the school, and I find this kind of statement not unfrequent with intelligent parents, "I thank you, not for the knowledge my boy has obtained, "but for the habits of mind and the power of thought which he has "acquired."

3037. Do more than a small proportion go as far as the differential calculus ?—A very small number. It is quite exceptional. It is only in our highest class that we touch it at all, and our highest class in mathematics seldom contains more than 15 boys.

3038. Will more than a small proportion go thoroughly through trigonometry and conic sections ?—Plane trigonometry they will.

3039. A good many will ?—Instead of saying 14 or 15, I may add another 25.

3040. (*Rev. A. W. Thorold.*) In the Greek class is the Greek Testament studied ?—No.

3041. What do you consider to be the practical value of the study of physical science for a general commercial education ?—If a subject like botany is included, I should say it does but very little good indeed.

3042. Chemistry for instance ?—Well, there I think there is a practical advantage in the study of even a little chemistry ; it is so much connected with life. All our manufactures at the present day are becoming scientific manufactures. A man must be a chemist, no matter in what branch of manufacture he may be ; if he is, a dealer in iron, or any fabric whatever, chemistry is always essential. I may mention that my own son, who went through the school (I am talking of my youngest son, for they were all there), was in one of the highest classes in mathematics. He was reading Aristophanes in Greek, and Horace, Cicero, and Livy in Latin, and was a very fair scholar. I intended him for commercial life. I placed him in the college, and I gave him botany and chemistry. He instantly set to at chemistry with a vigour that rather surprised his competitors, for at the age of 16 he got the two gold medals for theoretic chemistry and practical chemistry, against men who had studied it for two and more years.

3043. Had he been previously taught in the school ?—No. He had learnt no chemistry in the school, but had been dealing with the other subjects. I said while in the school he should not take physical science, because I intended him to be two years in the college.

3044. Do you find that parents generally are alive to the importance of physical science ?—I think so.

3045. More perhaps than they used to be ?—As regards chemistry especially.

3046. Do you find that the tradesmen as a class take as much interest in the education of their children as the other class of parents ?—I think they generally leave it more absolutely to our advice. They show their sense in that respect.

3047. (*Lord Taunton.*) Do the council interfere at all in the studies, or do they leave it altogether to you ?—I make a report to the council every year, and we then have a conference at Sir Edward Ryan's chambers, the office of the Civil Service Examinations. He is one of

the school committee. I do not see the whole council of 24, but some half dozen of them selected specially to look after the school. I make a formal report to them in writing, and then there are other matters for discussion. They pick up evidence here, there, and everywhere, and we have an interview of some duration, and they make a report to the council.

3048. (*Lord Lyttelton.*) Do you consider that you are under their control as to the whole matter of instruction in the school ?—Decidedly.

3049. But practically they leave it very much to you ?—Very much to me.

3050. (*Rev. A. W. Thorold.*) It seems to be a peculiar feature in the method of your system that parents are permitted to select the system of instruction for their children ; in your experience do you consider that they on the whole have chosen wisely ?—I think so. On the whole I am decidedly satisfied with it. I now and then discuss a point with them if I think they are wrong, and they generally yield to my opinion.

3051. (*Lord Lyttelton.*) Do they not almost always consult you as a matter of fact ?—No boy comes to the school without my seeing both him and his parent or guardian, or the vice-master seeing them. We have a vice-master in the school now, and have had for 18 months.

3052. (*Rev. A. W. Thorold.*) Should you feel justified in recommending the adoption of that system in other schools if you had the opportunity ?—I think on the whole I should.

3053. (*Dr. Storrar.*) At what age do your boys begin the study of physical science ?—Our rule is this, that they shall not commence that study till they are thoroughly acquainted with fractions, vulgar and decimal, and that brings them up to the age of 13 or 14.

3054. Do they begin the study of chemistry so early as that ?—Sometimes. The young man I spoke of, Numa Hartog, did.

3055. Apart from the simple utility of science, what place do you assign to science as an element of knowledge for educational training ? —I think that chemistry is really a very valuable thing for training the reasoning powers as well as the powers of observation, but the reasoning powers particularly. As to botany, as generally taught, I look upon it as a very large ugly spelling book.

3056. Have you ever tried botany in the school ?—A little.

3057. Has it been tried with specimens ? Has it been demonstrative ?—Yes, but not systematically. My reasons for not applying our time to botany are these :—It is difficult for us to obtain specimens in sufficient quantity for all the boys in a class to handle them ; and even then without a magnifying glass little can be done. If a boy is not to handle the objects, his observing powers are not called into play. But the science of classification it is said is taught in botany. Such, however, is the case in all sciences, in that of language itself for example. At any rate botany is a better subject for country schools than for us.

3058. Have you ever introduced into your school the study of social science ?—Yes.

3059. You are aware of the importance Mr. William Ellis attaches to the study of social science ?—Yes. I know Mr. William Ellis well, and it was through him that I obtained the services of the gentleman who takes our class.

3060. What place do you give to social science as a useful study in the school ?—I am not sure that I should not place it above everything except arithmetic. You could not have it without arithmetic. Arithmetic is a condition precedent. I attach the very greatest value in

T. H. Key, M.A., F.R.S.

3rd May 1865.

subsequent life to it. The questions of a moral character connected with it I attach a great value to. The master that we have includes this view of the subject in his lessons. He is Mr. Shields.

3061. I should be very glad if you could make any statement that would enable the Commission to appreciate the value which you attach to social science as an educational element in the school?—Perhaps the best thing I could do would be to give the questions that were asked in the examination at the end of last year.

3062. (*Lord Taunton.*) What are the reasons of the great importance you attach to social science?—Its bearing upon morality, and its bearing upon those branches of political economy which come home to every man. I do not mean the recondite questions which Mr. John Stuart Mill and such as he alone can deal with, but the every-day questions, such as free trade.

3063. And ethics?—Yes.

3064. What are the books which you employ in teaching ethics?—We use the "Phenomena of Industrial Life," a little eighteen-penny book, for social science, and this deals incidentally with others.

3065. Referring to ethics proper, what are the books which you use?—We have no other books but that.

3066. You do not employ any book upon pure ethics?—No.

3067. (*Dr. Storrar.*) Any ethical instruction in the school, in fact, is developed in the teaching of social science?—Yes, and the teaching of other things too.

3068. But specially that?—Yes.

3069. Then do you attach importance to it simply for its utility or as a means of educational exercise, or both?—Very decidedly both. It is useful directly in its application, and it is useful also in the exercise which it gives to the mind.

3070. (*Lord Taunton.*) Do you find the boys show a disposition to attend to this branch of study?—We have some 50 boys every year. I think it was 60, and in the present year has been about 50. Here again we do not allow them to enter the class until they have made good advance in arithmetic, and even then many boys have got other studies which preclude their taking it up. If I know that a boy is going into the college I never press it, because he can take the subject up under Professor Waley.

3071. You also insist on a good knowledge of arithmetic as a substratum?—Yes. All such instruction must be based on arithmetic.

3072. How is the discipline of the school enforced?—First of all, we have no corporal punishment whatever.

3073. (*Lord Lyttelton.*) And never have had?—And never have had.

3074. (*Lord Taunton.*) What punishment have you?—We detain a boy an hour after the time occasionally.

3075. (*Lord Lyttelton.*) What does he do?—One of the masters remains with the boys so detained.

3076. What do the boys do during that hour?—Sometimes nothing. It is then a mere hour of detention and doing nothing, which is more painful to them.

3077. Has it occurred to you that that very detaining of them in absolute and enforced idleness is a severe punishment?—I believe it is to many of the boys.

3078. More than if they had something to do?—I think so.

3079. You do not always do so?—No. The number of those detained is very small. The boys who are disorderly are first of all spoken to by the master in whose presence the disorder occurs. If the

habit becomes inveterate, then they are brought either before the vice-master or before myself, and occasionally, but in very rare instances, we get rid of a boy. That is quite exceptional.

3080. (*Lord Taunton.*) I presume there is not the same difficulty in a school where there are no boarders as to discipline as in a school where you have to take care of the boys during 24 hours?—Quite so; but the main thing of all I have not yet mentioned, we make a monthly report to the parents for every class that the boy attends.

3081. (*Lord Lyttelton.*) Of conduct as well as progress?—There are several heads. First, the place the boy occupies in his class, the number of the class, the number of boys in the class, the highest place, the lowest place are given; and then three other items, diligence, progress, and conduct. It is in a tabular form.

3082. (*Lord Taunton.*) Do you make use of the boys themselves to superintend the conduct of other boys?—No; only an elder brother may be asked to watch over and advise a younger brother.

3083. There is no system of monitors?—No.

3084. (*Lord Lyttelton.*) What powers are reserved to the head master in the way of punishment?—Without even consulting the council, I have the power of recommending a parent, if I think right, to remove a boy.

3085. Have you the power of expulsion?—I should say not.

3086. Has the case never occurred?—The parents always remove the boy without my going to the last resort. If they did resist, I should then refer the matter to our council, and leave them to enforce the last punishment. I do not like to enforce it. I think it is too severe a punishment.

3087. You have the power without the consent of the council of advising a parent to remove a boy?—Yes.

3088. Are there any particular punishments which it is only for the head master to inflict, and not for the under masters?—We have what we call a punishment book, and no master is allowed to punish a boy unless he enters it in that book, giving his own name, the name of the boy, the punishment, and the reason for the punishment. Those particulars are regularly kept. Myself and the vice-master alone have the power of ordering a boy into solitary confinement, a punishment to which we very rarely resort.

3089. Subject to that the under masters inflict punishment?—Yes. Either I or the vice-master see the book every day, and therefore we can cancel a punishment if we choose. We can inquire into the matter, and if we thought it right of course we should do it.

3090. That is after the punishment has been inflicted?—No; for the entry in the so-called black book is commonly seen before the hour for punishment (3.45) arrives.

3091. Do you find any difference between the boys of the upper class and the boys somewhat below, or of the middle class, as to tractability and such points?—No; I think not.

3092. (*Rev. A. W. Thorold.*) Do you at all attempt to exercise any discipline over the boys when away from school in the streets?—If I knew of any misconduct in the street I should notice it; but I am not likely to know of it.

3093. (*Lord Lyttelton.*) Do they go home in the middle of the day?—Only those who live in the neighbourhood; some of those go home, and many do not. No boy is allowed to go home except he first obtains the sanction of the parents, backed by me. We have a printed pass which is not given except with the knowledge of the parents.

T. H. Key, M.A., F.R.S.

3rd May 1865.

3094. Can you give them dinner in the middle of the day?—Yes. For those who wish it dinner is supplied. I suppose 30 or 40 boys dine there; many bring their lunch, some get their lunch at school, and some go home.

3095. But with the consent of the parents they are allowed to go home?—Yes; not only to go home, but to go to a friend's house in the neighbourhood.

3096. There are several boys boarding with the masters?—Yes; but no very large number.

3097. Is that left entirely to the masters, or have you, as head master, any control over it?—None whatever. I leave the arrangements entirely to the parent and the master. I do not even say a word about the terms. I leave them to decide as to terms.

3098. Practically, they are nearly the same terms?—No; there is a good deal of difference.

3099. But the authorities of the school do not assume any responsibility?—None whatever.

3100. (*Dr. Storrar.*) In fact any person, whether a master or not, might open a boarding house and take in boys to board who attend University College school?—They do do it.

3101. Do the boys in the school learn lessons, or are they occupied in saying lessons which they have learned at home?—Chiefly in saying lessons; a little in learning lessons. For instance: they are writing Latin and Greek exercises very often in the class. No boy is with his master more than an hour a day in mathematics; then he has to prepare the lesson at home; he has to prepare his lessons from Latin and Greek authors at home. This is less the case with exercises. They do part of them at home; but I always recommend the master, if possible, to let the boy do the exercise under his eye, so that he may see it is his own doing.

3102. To go back to a former answer of yours, you say that you require boys to have attained to the third class in Latin before they are permitted to commence Greek?—Yes.

3103. What stage of acquirement in Latin would that imply?—They can read Cæsar.

3104. (*Lord Lyttelton.*) Are your classical and mathematical masters generally Oxford and Cambridge men?—Our chief assistant master in classics took a first class at Cambridge. Then Mr. Cooke, who was with us for very many years, as our chief mathematical master, was a Cambridge man; Mr. Hirst was educated at Marburg and Heidelberg, but has a European reputation. A second wrangler was a rival competitor of his, but Professor Sylvester said, "Take Mr. Hirst in pre-"ference to any second wrangler that ever existed." We do not tie ourselves down to Oxford and Cambridge men. Mr. George De Morgan, who succeeded Mr. Hirst, was of the University of London, where he took his M.A. degree with such distinction that he was pronounced, I am told, by the gentlemen who conducted the examination (themselves both senior wranglers), to be equal in calibre to the best men of Cambridge. He had been educated in our own school and college. I am at this moment looking out for a successor to him.

3105. Has it been more usual than not to have university men?—Yes, in the highest departments.

3106. (*Dr. Storrar.*) When you speak of university men you mean of course, men from the University of London as well as from the Universities of Oxford and Cambridge?—I was thinking chiefly of Oxford and Cambridge. They are chiefly from Cambridge. We have

very few from Oxford. I believe that is chiefly so, because I am myself from and have relations with Cambridge.

3107. You have some from the University of London ?—Yes.

3108. (*Lord Taunton.*) Is there any system of prizes or exhibitions, or other rewards of that kind held out to the boys ?—We have prizes every year, small book-prizes,—only book-prizes.

3109. Are there any exhibitions attached to the school ?—None whatever, besides the Holloway exhibitions.

3110. Do you believe that these prizes operate very advantageously ? —I attach value to them, decidedly. I have no doubt whatever about that.

3111. What is the nature of the prizes ? For what do you give them ?—We give them for every subject that is taught in the school, without a single exception.

3112. (*Lord Lyttelton.*) Prizes in each class ?—In every class, for English, geography, history, Greek, Latin, French, German, Hebrew, mathematics, arithmetic, book-keeping, writing, social science, natural philosophy, and chemistry.

3113. Are they given on a special examination, or are there marks going on through the term ?—No ; they are given on the result of three examinations. We divide our year into three terms. At the end of every term there is an examination, and the results of those examinations are put together, and the prizes awarded accordingly.

3114. Are your prizes numerous in proportion to the boys ?—I find that we have altogether, in all the subjects, not less than 180 prizes. We give them for each subject, and the same boy may get some eight prizes.

3115. (*Dr. Storrar.*) The prizes are small ?—Yes. There is one five pounds prize, which is the result of an endowment ; that is the highest mathematical prize.

3116. Is that given in money, or in the shape of a book ?—In books. It is in honour of Mr. Cook, our late master. It was raised by subscription of the boys themselves, in his honour. It was determined that it should be awarded to the best proficient in pure and applied mathematics, and is called " the Cook prize."

3117. Are there any playgrounds attached to the school ?—One good-sized playground, and alongside of it a gymnastic ground.

3118. (*Lord Lyttelton.*) What is the size of the ground ?—I have seen five petty games of cricket going on simultaneously.

3119. You have a gymnasium at the side of it ?—Yes, and a fives court inclosed, besides a fives court in the open air.

3120. (*Lord Taunton.*) Have you any means of carrying on games under cover in bad weather ?—Only in the inclosed fives court. We have a place where boys can go for a short time in case of a shower of rain, but we have not what we should desire to have, a large covered place for the boys in their play hours.

3121. (*Lord Lyttelton.*) Are the gymnastics part of the school duties ?—No ; it is left voluntary. In the lower school drilling is compulsory for the little boys.

3122. Are the masters present during the games, or do they take part in them ?—Some do. A few of the younger masters play at cricket with them, and when they have a contest with other schools they very often go with them.

3123. You have not any *surveillance* over the boys during their games ?—Only in the playground. In the playground we always have a serjeant present.

T. H. Key, M.A., F.R.S.

3rd May 1865.

3124. But one of the masters is not bound to be present?—No. We prefer a sensible serjeant to a master for that purpose.

3125. The serjeant would have to report to the authorities?—Yes, he would report any disorder.

3126. When do the boys play?—Some boys will come before half-past nine in the morning. They can have a game of rough cricket then. It is on gravel, and of course very rough cricket.

3127. There is no grass?—No. Then they have an hour again from half-past twelve to half-past one.

3128. They have their luncheon or dinner then?—Still, many of them manage to play during the greater part of that time. At a quarter to four they come out again, and they may stay until six o'clock. Then again, they have two half-holidays, on Wednesday and on Saturday.

3129. Do you attach importance, in respect of the social training of boys, to their playing together?—Decidedly.

3130. (*Lord Taunton.*) Have any of the boys authority over the others as to discipline?—No. The only way in which they have authority over their comrades is this: a cricket club is formed and they make their own choice. I have known, now and then, a boy to be excluded from a cricket club. His schoolfellows do not like him for some reason or other. I have always left that to them, and I have generally found that the power of exclusion has been judiciously applied. There has been a reason for it, and the boy is benefited by it. Perhaps he is a bad tempered boy, or a not altogether truthful boy, and the discipline he receives in the play-ground from his comrades produces in him effects of a beneficial character.

3131. (*Lord Lyttelton.*) You let the boys regulate their own games?—Yes. We do not allow betting or anything of that kind. We do not allow marbles; that is prohibited.

3132. (*Lord Taunton.*) Why?—First of all there is a little gambling in it; in the next place, there is no exercise, very little skill, and a great deal of dirt; the ball games also interfere with it. In point of fact the thing has been forgotten. It is known that marbles are not played, and the question is never raised now.

3133. (*Lord Lyttelton.*) Has it ever occurred to the authorities to endeavour to get larger playgrounds with more grass?—We have not the pecuniary means to do it. Our boys very often form a club or clubs at what they call the Eton ground. It is a cricket ground on the Eton estate, near Primrose hill. They go there, and they subscribe among themselves. They almost invariably have one or two clubs there, and they go and practise there.

3134. How many boys are there in the highest class of the school?—The Commission will understand that a boy may be in the highest class in Latin and not in the highest class in French, in short, that we have no one highest class for all subjects. The number of boys in the highest Latin class is 23.

3135. Have those boys, by a sort of natural effect, an authority over the rest of the school?—I think they have an influence, but nothing more than an influence. There is no formal authority.

3136. (*Dr. Storrar.*) Have you any difficulty in getting effective teachers?—Where we have most difficulty is in the teaching of natural science experimentally.

3137. Have you turned your attention to those questions which have lately been agitated in reference to the certification and registration of schoolmasters?—Not at all. I have not looked at the question at all.

3138. You do not know whether it would be advisable or not that there should be any system of certification of schoolmasters?—I do not

think I am qualified to form an opinion, for I have not looked into the facts at all.

3139. (*Lord Lyttelton.*) Are you yourself a member of the College of Preceptors?—No; I have been invited several times, but have always declined.

3140. You observe considerable deficiencies in the conduct of the private schools of the middle class?—I know it from my own experience of the boys that come to me, but not in any other way. My personal experience is limited to the one private school (more strictly a grammar school in Hertfordshire, founded by Bishop Seth Ward), where I was a pupil for nearly ten years; and I have always looked back upon my instructors in that school with the deepest gratitude. Latin, French, mathematics and arithmetic were well taught there; Greek also fairly well.

Adjourned.

Tuesday, 9th May 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

CHARLES PETER MASON, ESQ., B.A., called in and examined.

C. P. Mason, Esq., B.A.

9th May 1865.

3141. I believe you are a Fellow of University College, London, and a Graduate of Arts in the University of London?—I am.

3142. You are, I believe, the author of the very favourably known English Grammar?—I am the author of that work.

3143. I believe you are a Nonconformist?—I am.

3144. What educational institution are you connected with?—I am the principal of a private school.

3145. Where?—At Denmark Hill, Camberwell.

3146. You are the head master of that school?—Yes, and the proprietor of it.

3147. It is strictly a private school?—Strictly.

3148. It is not connected with any body of proprietors?—Not at all.

3149. How long have you been connected with the school?—Between 15 and 16 years.

3150. Did you found it yourself, or did you succeed to it?—I succeeded the founder after having joined him some three years as a partner.

3151. What number of pupils are there in the school?—About 120.

3152. Are they chiefly boarders?—The greater part are boarders; about 64 or 65.

3153. Have you any objection to state to us what is the expense to a boy at your school for board and tuition?—Not at all. The ordinary

C. P. Mason, Esq., B.A.

9th May 1865.

school terms vary from 40 guineas to 60 guineas a year, according to the age of the pupil. There are other items which will come to about five guineas or six guineas per annum more for miscellaneous things, not including drawing and music, which are charged as extras if the pupils learn them.

3154. From what rank of society may it be said that your pupils generally come ?—From the upper stratum of the middle classes, as you may suppose from the terms. They are sons of professional gentlemen, doctors, lawyers, occasionally Independent ministers, now and then even clergymen, manufacturers in Lancashire, merchants, and others engaged in business.

3155. By "clergymen" do you mean clergymen of the Church of England ?—Yes ; but we do not often have their sons.

3156. (*Mr. Acland.*) What do you mean by Independent ministers ?—Nonconformist ministers.

3157. Not particularly Independent ministers ?—No ; but it happens more usually to be so. I am a Nonconformist of the Independent branch.

3158. (*Lord Taunton.*) Do the boys educated at your school frequently go to the Universities of Oxford or Cambridge afterwards ?—Very rarely ; I do not think I have ever had more than one who went to Oxford or Cambridge.

3159. They go to the University of London ?—Some go to the University of London, though not often. The majority of my pupils go either to business, or to a lawyer's office, or something of the kind.

3160. Do any number of your pupils matriculate at the University of London ?—Not very often now ; perhaps one a year on the average. Formerly more used to matriculate, as I sent them into the matriculation examination previous to the establishment of the Oxford and Cambridge examinations as a test of their proficiency, so that at that time I used to send up more. That particular object being no longer necessary, I send more to the Cambridge and Oxford local examinations.

3161. Have they been successful at those examinations ?—Yes, my boys have been remarkably successful. One year I sent up a larger number of successful candidates than any other school in the country, including the Collegiate School of Liverpool, and other large schools of that calibre.

3162. (*Lord Stanley.*) At what ages do they generally come to you ?—At all ages ; from seven to 17, or even 18.

3163. Probably that being the case you are not able to say with any certainty what is the average length of their stay with you. I suppose it would vary very much ?—Taking one with another, including boys who frequently come for a single year when they are 16 or 17, taking pupils of all classes, I find that on an average they stay with me about $3\frac{1}{2}$ years, but then many stay for only one year, while many stay for six, seven, eight, and even nine years.

3164. Do I understand you that the majority of those who are with you do not go to any place of education afterwards, but pass direct from your school into their professional or business occupation ?—The majority do not go to any other place of education afterwards. Of course some do, especially in the case of day pupils when their friends remove to other neighbourhoods ; but, with rare exceptions, if a boy comes to me as a boarder he stays till he goes to business. I do not suppose that during the 15 years that I have been there, except in the way I have indicated, a dozen of the boys have gone to any other school.

3165. (*Lord Lyttelton.*) You have some extras in every case beyond the 40 guineas or 60 guineas ?—The 40, 50, or 60 guineas includes the charges for board and lodging and for their education in every branch except music and drawing. There are extra charges for washing and for pew rent, which together amount to four guineas a year, and as the majority learn drilling, that comes to another guinea, making an extra amount of five guineas tacked on to the other.

3166. Are drawing and music compulsory ?—Not at all.

3167. The necessary expense therefore is from about 45 or 46 guineas to 65 or 66 guineas ?—Yes.

3168. Are the majority of them from the immediate neighbourhood of London ?—Yes, including the day pupils, the majority are from London and the neighbourhood.

3169. But taking the boarders alone, are the great majority from London ?—Yes, I think rather more but not much more than half come from London and the neighbourhood.

3170. Have you any local connexion with Manchester and that part of the country ?—Yes, I have a considerable number of friends in Lancashire.

3171. What is the date of the foundation of the school ?—It was commenced about 26 years ago.

3172. (*Dr. Temple.*) You said that most of your pupils went into business ; do they go into any particular business ?—No ; business of all kinds.

3173. By business do you mean into merchants' offices ?—Chiefly merchants' offices.

3174. They do not go into professions ?—Yes, frequently. Some go to be lawyers, others doctors ; of course those usually go to the University first. Others go to be architects, surveyors, in fact to almost every variety of occupation.

3175. (*Lord Lyttelton.*) How many sons of clergymen of the Church of England have you had ?—Three.

3176. Have you any now ?—No.

3177. (*Mr. Baines.*) What is the average age at which they leave you to go to business ?—From 16 to 17.

3178. (*Dr. Storrar.*) What is the fee for the day boys ?—Not including the cost of their dining, from 16 to 20 guineas a year. If they dine it is from four to five guineas a year more.

3179. I suppose the class of boys is much the same as the boarders ?—Very much the same.

3180. Do they for the most part dine ?—Almost all do.

3181. (*Lord Lyttelton.*) You provide it in the building ?—Yes.

3182. (*Dr. Storrar.*) Do you find that that sum covers the expense of the dining ?—No ; but I make it small to tempt them to dine. I object to their going about in the streets too much, so I increase the charge for education and diminish that for dining in order to tempt the parents to leave them the whole day.

3183. Is the duration of those day boys at the school much the same as the duration of the boarders ?—Very much the same, provided their friends continue to live in the neighbourhood ; occasionally they remove, and then of course the boys go with them, though not always ; in that case they are frequently left as boarders.

3184. (*Lord Taunton.*) How many assistant masters have you in the school ?—Do you include teachers of music, &c. ?

3185. Will you have the goodness to state the number generally ?—I have five regular assistant masters besides myself teaching the upper

C. P. Mason, Esq., B.A.

9th May 1865.

school, and two ladies who instruct the youngest classes, which are separated from the others, forming a preparatory school.

3186. What is the age of those young children?—They are from seven to 10 years of age.

3187. Are they kept quite distinct from the others?—Quite distinct; they have separate schoolrooms, separate playgrounds, and separate bedrooms.

3188. In short it is a separate school?—Yes, except that it happens to be under the same roof.

3189. Speaking only of the boys of a certain age, what is about the proportion of assistant masters to the number of boys?—I generally manage that no master shall have more than about from 15 to 17 boys to teach at once, except in such subjects as writing, where a master can attend to rather more boys; the classes on the average do not exceed that number.

3190. Are there any particular qualifications which you consider necessary for the assistant masters as to general fitness?—General fitness I rely upon more than any special qualification; of course I insist upon evidence of a fair amount of scholarship in those who have to teach classics, and the same with regard to English and mathematics, but I do not rigidly insist upon any particular standard of scholarship, I rely more upon the testimony that a man may bring of his general fitness as a teacher and a master of boys.

3191. Do you require any particular religious creed?—No, I do not insist upon that. All my masters happen to belong to the Church of England, but I do not insist upon it.

3192. (*Lord Lyttelton.*) They have not always been so?—Not always; occasionally I have one who is not.

3193. (*Lord Taunton.*) But it is so at the present moment?—At the present moment they happen all to belong to the Church of England.

3194. Are they generally speaking members of the University of Oxford and Cambridge?—Some are; one of them is at present, the others are not. One is a Master of Arts of Cambridge.

3195. Will you state what the course of study pursued in your school is?—The boys in general, though not quite all, learn Latin. They also learn arithmetic and mathematics, which I lay more stress upon than any other subject, and mechanics; French, German, English grammar, English composition, ancient history, that is to say, Grecian and Roman history, and English history especially; geography, both physical and political, and a small number of the older boys, perhaps about 15 or 20, learn Greek, but Greek is not insisted upon for all. Passages of English poetry are learned in all the classes, and the upper classes study thoroughly some classical English poem, such as a play of Shakspere or a book of Milton.

3196. With regard to the physical sciences, is any instruction given in them, and if so what amount?—In the physical sciences chemistry is the main subject that I teach. Instruction is also given in elementary Natural Philosophy.

3197. How far do you go in mathematics?—Never beyond spherical trigonometry and conic sections; in fact I restrict my mathematical master from going beyond that. I do not believe that boys of the age of 16 or 17 can comprehend the differential calculus.

3198. Do the boys learn Euclid?—Yes; most of the boys learn Euclid. They begin when they enter the third class, that is the third class from the top of the school.

3199. (*Lord Lyttelton.*) How far do they go in Euclid ?—It depends of course on the boys' capacity, but generally to the end of the sixth book ; sometimes into solid geometry, but not very often.

3200. (*Lord Taunton.*) Do you attach great importance to their being well grounded in Euclid ?—I do attach very great importance to that.

3201. (*Mr. Acland.*) What is the general course of your mathematical teaching ?—In the lowest classes the boys are restricted to arithmetic ; by the time they get to the third class, that is, the upper half of the school, they begin Euclid and Algebra, and thus they continue till they leave school, carrying their studies on as far as their capacities will allow. As I mentioned I object to their being pushed beyond trigonometry.

3202. (*Lord Taunton.*) With regard to writing and spelling, do you take care that your boys shall leave the school sufficiently informed upon those matters ?—They are regularly and thoroughly exercised in them. Exercises in dictation and in offhand composition form the daily business of almost every class.

3203. Do you mean that the result is that boys of ordinary capacity cannot fail to leave your school well instructed on those two points of reading and spelling ?—I think so ; I do not think that any boy who has a fair capacity and is with me a fair time leaves the school without being a thoroughly good speller and a good reader, but if a boy comes to me at a somewhat late age, say 13 or 14, and has not learnt to spell properly before he comes, I have never succeeded in making him perfect.

3204. It is not a very easy matter to teach a boy to spell correctly is it ?—Not at all ; it is one of the main difficulties that I have to deal with.

3205. I understand you to say that you do pay special attention to that subject ?—Yes, knowing as I do the great difficulty of it, so that in the upper classes it will be found that the boys spell with fair accuracy, and in the highest class with scarcely an error. Good writing is strongly insisted on.

3206. (*Lord Stanley.*) You say that as a rule you do not require Greek from your pupils ?—No.

3207. Do you think that if this education is to end at 16 or 17 one classical language is sufficient ?—Yes, if they learn French and German. I do not think that boys of average capacity who do not carry their education beyond 16 or 17 can manage four languages besides English.

3208. Do you think that any of them acquire a good knowledge of Latin, French, and German ?—Yes.

3209. By a good knowledge of Latin, do you mean such a knowledge as would enable a boy to read it fluently and easily without a dictionary ?—In the best cases they will attain to that, with regard to a prose author, at any rate, such as Cicero or Cæsar ; I do not mean to say that I could put a boy to an Ode of Horace or a passage in Catullus that he had not seen before, or anything of that kind.

3210. Taking this as a test, do you think that many of those who leave you would be able to read Tacitus or Livy without the help of a dictionary, and with tolerable ease to themselves ?—No; I do not think that many would be able to read a book like Livy.

3211. With regard to French, do they acquire the power of speaking it ?—Some acquire a very fair power of speaking it. I encourage French conversation with the master as much as possible, and desire him, where the pupils can understand it, to give all his explanations in

C. P. Mason, Esq., B.A.

9th May 1865.

French, and insist upon replies in French. The result is that a very fair proportion of the boys write French at any rate with tolerable readiness, and a few can speak it.

3212. With regard to the mathematical teaching, I understand you to include six books of Euclid and algebra in its lower parts ; that part of algebra which is known as universal arithmetic ?—Some go on as far as the *binomial theorem*, but not many. Symbolical algebra sufficient to enable a boy to master trigonometry forms a part of the course with those who can go so far.

3213. (*Lord Lyttelton.*) With regard to the different branches of study, which of them do the parents of the boys appreciate the most ?—Arithmetic, writing, English, and either French or German. A few strongly insist upon Latin and Greek—a few ; but very few. As a general rule, it is a struggle on my part to get Latin at least learnt.

3214. Latin not being compulsory ?—No, it is not absolutely compulsory ; but I do not suppose there are half a dozen boys in the school who do not learn it.

3215. What are the parts of the course compulsory on all ?—It is not easy to say that any part is absolutely compulsory, because under certain circumstances any one department might be omitted.

3216. Arithmetic might altogether be omitted ?—Not arithmetic. Arithmetic at any rate is absolutely necessary. I never exempt a boy from that, or from English grammar and English composition.

3217. Latin, though not absolutely compulsory, is almost universal ?—It is almost universally learnt.

3218. What do you find is the feeling of the parents ? Do you think they acquiesce in it—they take it on trust as a good thing for their boys to learn ?—They accept it, I believe, as a sort of inevitable necessity.

3219. What is your rule as to teaching Greek ; do you teach it to those who seem clever boys and with a turn that way ?—I teach it in the two highest classes to those boys who appear to me to have a capacity for it, whose friends do not forbid it ; or to such as are likely to remain long enough in the school to get such a mastery over it as to be able to read the Greek Testament or Xenophon with something like facility.

3220. Do you take into account the boys' own wishes ? If a boy came to you and said he would like to learn Greek, would that be a consideration ?—Decidedly.

3221. Either French or German is compulsory ?—Yes. I should say either French or German is compulsory. I do not think I ever had a pupil who did not learn one or the other.

3222. Have you many who learn both ?—Yes, as a rule they learn both.

3223. What is your practice as to composition, and translation from Latin into English, and from English into Latin ; do the boys do both original composition and translation ?—As regards English, they are required to produce original compositions in the highest classes, having some subject set them on which they must write. With the smaller boys in the lower classes the master generally reads them an extract from some book once or twice over, and requires them to reproduce the best account they can of it in their own words. As regards translation from Latin, in the highest class especially, which I always take myself, after having secured a careful knowledge of the sentences by the ordinary processes of construing, I require them to read it off into fluent English with readiness.

3224. In the upper classes do they write themes in Latin ?—No ; I have never succeeded in getting them to that point.

3225. Do they translate English into Latin ?—Yes ; detached sentences they are regularly practised in.

3226. Do they do Latin verse ?—No.

3227. You said that a great many boys come to you from other schools ?—Yes, a great number.

3228. What is your impression as to the state of preparation, as to the elements of instruction, in which they come to you ?—I am sorry to say that with regard to the majority it is execrable. A few come to me very well prepared, but they are quite a minority. Younger boys, boys of from 8 to 10, come to me usually much better prepared in proportion than boys of from 13 to 15.

3229. (*Lord Taunton.*) What are the principal deficiencies which they exhibit ?—They commonly come almost absolutely ignorant of Latin, quite without any knowledge of Greek, knowing no German, scarcely a word of French, commonly no mathematics, and nothing but the most mechanical arithmetic, doing it by rule without any knowledge of the principles.

3230. In point of fact they know nothing well ?—They frequently know nothing well.

3231. (*Lord Lyttelton.*) They have evidently been badly taught ?—Yes.

3232. Are those that come to you from home well prepared ?—Those who come direct from home are usually quite young, under 11 or 12 at any rate.

3233. How are they compared with those who come from schools ?—Better, but not well prepared. It is an almost universal remark when a little boy is brought to me, "I am afraid you will find my little boy "very backward." I generally tell the parents I would rather he knew nothing than come badly prepared, and professing a good deal.

3234. Do you think that the parents value and appreciate their children going far in mathematics and learning Euclid ?—Yes, a great number do, but by no means all.

3235. More than Latin ?—Yes, more than Latin. If I were to give up Latin to-morrow I doubt if I should have a dozen remonstrances from the parents of the pupils.

3236. (*Lord Stanley.*) What is the subject in which the parents take the most interest ?—Decidedly in their English, in their French, or German, in their writing, and in their arithmetic.

3237. Among the classes which your school represents the general tendency is in favour of perfectly good elementary instruction and of a knowledge of modern languages ?—Most decidedly.

3238. (*Lord Lyttelton.*) How many resident masters have you ?—Four.

3239. (*Dr. Temple.*) You have five assistant masters ?—Yes ; one is a non-resident master.

3240. For how many boys ?—There are at present in the upper school 92 boys.

3241. Will you describe how these boys are organised ; how many classes are there ?—Six classes.

3242. How do they pass from class to class ?—By their general proficiency. A record is kept daily of the mode in which they do their lessons. They take places in class once a month according to those registers. I have a stringent examination at least twice a year, and by combining the results of the examination and the record of the

C. P. Mason, Esq., B.A.

9th May 1865.

class work I determine the boys' proficiency just before the long holidays, and then they change places accordingly.

3243. Then you have not a special classification for different subjects?—No.

3244. Do you find any difficulty in keeping boys together in mathematics who are together in other subjects?—Yes, great difficulty.

3245. How do you meet that difficulty?—The master adjusts the work as far as possible in such a way that boys who are capable, say, of going on with algebra at their desks, working equations, or writing out from memory the propositions of Euclid, shall do that while he takes for *vivâ voce* instruction those who are most backward in the class.

3246. Does the master of the head class teach that class everything that they learn, whatever it may be?—No.

3247. What does your principal assistant master teach?—He teaches in almost every class. He teaches Latin, history, geography, and grammar, and English composition.

3248. You mean he passes from class to class?—From class to class. With regard to the highest class, I always teach them Latin and Greek myself, but I do not teach them mathematics regularly, nor French, nor German. English I take with them, but not usually geography or history. One of the principal assistant masters teaches arithmetic and mathematics almost exclusively.

3249. When they are handed on to another master, they are handed on as one class?—Yes.

3250. Do you allow this classification to be broken in upon for special reasons?—Yes.

3251. What are those reasons?—For example, in promoting boys, when I know that a big boy is in a class lower down in the school than he ought to be, and I believe he can do the work of the class above him if he is urged to it, I promote him, but always with a notification that he is promoted not for his deserts but to urge him to increased exertion.

3252. I did not quite mean that; I meant whether you broke the classes up for any special reason; for instance, supposing a boy in your head class wishes not to learn Latin, what do you do with him when the rest are learning Latin?—I attach him either to a French or German class, or to a mathematical class, and let him do extra work in those branches. For example, several boys in the two highest classes do not learn Greek; then when the Greek lesson is going forward they sometimes are grouped together for a geography lesson. Others are attached to a French class or to a mathematical class. It depends very much on what the boys most require teaching, or what they themselves have a liking for.

3253. Do you ever profess to give boys a special preparation for a special business?—No further than this, that if their friends intend them only to stay a short time longer, and they are not likely to gain much mental benefit from pursuing Latin or Greek, I consent to their relinquishing those subjects for a short period to apply themselves more thoroughly to French or book-keeping.

3254. You do not profess in any way to prepare them for a special business?—No.

3255. You leave it to the parents to choose special subjects?—Decidedly. I do not profess to do that.

3256. What salary do you give your assistant masters?—There is no fixed salary. At present the salaries vary from 80*l.* to 130*l.* a year.

3257. You give your senior assistant, for instance, 130*l.* a year ?—My senior assistant is the mathematical master, and he receives 130*l.* a year.

3258. Does he get anything besides that 130*l.* ?—No.

3259. He does not get either board or lodging ?—He does not. The others get both board and lodging, but he happens to be non-resident.

3260. What does the lowest assistant master receive ?—80*l.* a year.

3261. Does he get board and lodging ?—He does.

3262. He really gets as much as the senior assistant ?—He does in reality, but it happens that the gentleman who is non-resident does not devote quite so much of his time to the work of the school as the masters who are altogether resident.

3263. Have the masters the means of making money in any other way besides what they get from you ?—I am not prepared to say. Occasionally I have known them do so by private teaching when their services were not required in the school, and occasionally by writing.

3264. How many hours a week have they got to work ?—Our ordinary school lesson hours amount to 28 hours per week.

3265. About four hours a day ?—Yes, five hours on some days, and four hours on others. Then each master on two days of the week has for two hours in the morning and evening to superintend the boys while they are preparing their lessons.

3266. Would they also be required to give time in addition to the looking over of exercises, or can that be done in the school hours ?—That is done partly in school hours and partly at the time when they are in the room maintaining silence during preparation.

3267. So that, on the whole, 32 hours a week pretty nearly covers the time that the master has to give ?—It covers all the time he has to give with regard to lesson work of any sort, whether hearing classes or superintending the preparation, but I require the masters also—that is the resident masters, three of them—for two days of the week to be generally responsible for the conduct of the pupils out of school. Therefore, though it does not require work, it involves their presence in the playground and about the premises to see that no disorder is going on.

3268. It is obvious that they cannot have very much time to spare ?—Not very much.

3269. (*Dean of Chichester.*) Do you adopt the monitorial system in your school ?—I do not.

3270. (*Mr. Baines.*) You have told us that you have four resident masters. Have you any number of masters who come to teach special things, such as drawing, music, drilling, and so on ?—Yes.

3271. Will you tell us the whole of the masters that you employ. You said you had five regular masters of whom four were resident. What additional ones have you that visit you occasionally ?—You will understand that one of the resident masters is a foreigner who teaches French and part of the German. Besides him a master attends to teach drawing twice a week.

3272. He is not resident ?—No.

3273. What other masters are there ?—A French lady attends twice a week to teach French in the junior school. A master attends to teach music—the piano chiefly. Another master attends to teach singing to such as learn. A lady is employed also three days in the week in teaching music, and during the months when the weather admits of it a master attends twice a week to teach drilling. Occasionally there is a class for surveying.

C. P. Mason, Esq., B.A.

9th May 1865.

3274. That comprises the whole?—That I think comprises the whole. A large number of the boys learn music.

3275. Do you find that the power of spelling correctly varies very much in different boys, and even in those who may be considered boys of about equal capacity, generally speaking?—I know nothing more extraordinary than the aptitude for spelling that some boys manifest, and the perverse inaptitude that others show. I have had very clever fellows, capital mathematicians, and boys who would read and translate Latin and French with facility, who to the end of their school course could not be trusted to write a letter without a gross blunder in spite of perpetual exercise and drilling in it.

3276. (*Dean of Chichester.*) You do not teach it by etymology?—Etymology forms a considerable part of their work, because I always urge the masters who have anything to do in teaching Latin, French, or German, to point out the connexion betwen English words and foreign words, and their roots and derivatives, and so forth.

3277. (*Mr. Acland.*) You have given us in part your own opinion, and partly also that of the parents as to the studies; will you give us your opinion fully as to whether you think any subjects particularly desirable for the class of boys that you have spoken of, boys going into professions and trades, such as come into your school. First as to the subjects?—As to the subjects, I place in the very front rank arithmetic and elementary mathematics, at any rate, combined with a thorough knowledge of English; the capability of writing English with some degree of elegance, as well as simple grammatical precision; the ability to master the logical analysis of sentences. With regard to other matters, a knowledge of either French or German I consider of great importance; because, with reference to business, it seems to be universally demanded now-a-days. Next to that I myself strongly urge a very careful linguistic study of Latin for the general development of the boys' faculties, and as enabling them to understand their own language properly.

3278. (*Lord Lyttelton.*) Is there a greater demand for French than for German?—Yes, I think so.

3279. But not very much greater?—Not very much. It happens that a number of my pupils come from the north of England, and Germans are numerous in the northern towns—Bradford, Manchester, and so forth.

3280. (*Mr. Acland.*) You have given your answer partly on the ground of utility in business, and partly on the ground of mental training. Will you state from your experience of the class which you have had to deal with, bearing in mind the degree to which you are hampered by the views of parents as limiting your experience, what subjects do you think most important for training the boys' minds for that particular class of society?—Unquestionably the mathematics, English subjects, and Latin. I would decidedly rather teach a boy Latin than French or German as a mental training.

3281. Do you think it practicable to teach Latin in a shorter time than if you were teaching it for preparation for the University, in such a way as to produce a sensible effect on a boy's mastery of English?—Yes.

3282. What do you think is the shortest time necessary for the use of Latin to produce a real effect on a man's knowledge of English?—It will of course depend on the capacity of the pupil; but taking a boy of good average abilities, I think that in from three to four years, if he does not begin too soon, he may obtain a very sound knowledge of the grammatical structure and of the leading features of

the etymology of Latin, and be able to connect his own language with Latin in such a way as to be of real benefit to his knowledge of English.

3283. Do you think it then undesirable to begin Latin very early in life ?—I do not lay much stress upon their doing much, except mastering the common accidence, if they begin about nine or 10. I think boys may begin at that age to do so much, but until they get to be about 10 or 11 years of age I do not care to put them much beyond mastering the forms.

3284. Bearing in mind that the object is to teach Latin so as to make the boys master English and not to prepare them for the Universities, do I understand you to say that you think Latin not the best subject to begin with early in life, but that other subjects might more healthfully open the boys mind than Latin at an early age ?—I think that at a very early age boys are quite incapable of comprehending grammatical relations in a foreign language, so that though when a boy is from nine to 10 years of age he may get to learn the declensions or the verbs by heart, as a mere matter of memory, and get acquainted with a very moderate vocabulary of Latin words, he is at that age quite incapable of entering into the grammatical structure of a Latin sentence.

3285. Then with regard to Latin for the purpose of which we are now speaking, you would not think a very minute and accurate knowledge of the exceptional facts of the accidence very important ?—I should not.

3286. Therefore, if I understand you correctly, you would not begin the use of Latin till you could use it with some degree of intelligent application ?—I would not.

3287. And that you would place at what period of life ?—At from 10 to 12 years of age.

3288. Will you state your opinion of chemistry, as an instrument of education, always bearing in mind the class of boys we are talking of ? —I have taught chemistry a great deal in the school. I have always taught it myself.

3289. Will you explain how you teach it ?—I teach it by lectures, illustrated by experiments, and by allowing the boys who show a sufficient capacity to work in a laboratory on their own account, and to pursue experiments and analyses of their own. My experience is, that as a means of education, that is to say, of developing the boys' faculties, and exciting anything approaching to a scientific spirit of inquiry, a comparatively small number do much at chemistry. They are all eager to learn. They like to see the experiments ; but when you attempt to explain the experiments and get into the region of molecules and atoms, and chemical formulæ, very few indeed care to follow the matter so far. I have rarely found more than a small proportion of a chemical class really take the matter up with a disposition to master the principles as well as see the outward experiments of the science.

3290. I understood you to say that you selected chemistry in preference to all the other physical sciences for boys. On what ground do you do so ?—I think it is a matter in which boys have a greater chance of taking an interest. Young boys especially will take a certain amount of interest in the commonest facts of chemistry, and will learn the composition of the atmosphere, the composition of water, the common relations of flame, and all those things, with a fair amount of readiness, so that the remark I made just now should be made with that understanding. I think that, if a boy has at all a taste for scientific investigation, chemistry will give him a better field than any other,

C. P. Mason, Esq., B.A.

9th May 1865.

and the ordinary facts of it are so important in almost every relation of life, as well as of such scientific interest, that all boys ought to have a decent knowledge of the most ordinary facts of chemical relations.

3291. Does your course of chemistry include some elementary knowledge of light and heat, and even of natural philosophy, as an introduction to it ?—Yes. I have never done much in the way of light or electricity with them ; but heat and its phenomena have always formed a part of the chemical instruction.

3292. Do natural philosophy and mechanics form any part of it ? Would you allow a boy to begin chemistry without some preliminary notions of the laws of matter ?—Yes ; taking care that he should at least pick up what was necessary by the way.

3293. What is your practice in that matter ?—A part of the English teaching of the lowest classes consists of very elementary mechanical, and natural philosophy matters. A little elementary book is used as a text book.

3294. What book is it ?—Tate's "Little Philosopher" is used by the smaller boys.

3295. Now, as to book-keeping, apart from the commercial demand for that subject, as a thing which parents may fancy to be very profitable, what is your estimate of it as a subject worthy of the attention of a schoolmaster ?—I think it is perfectly worthless, and I only teach it to some three or four in the school at the strong insistence of their parents.

3296. In fact, if the parents were better qualified to judge, you would say that a sound knowledge of the principles and application of arithmatic was far more important ?—Yes, I consider the time devoted to book-keeping wasted.

3297. You consider it, in fact, a prejudice which ought to be blotted out ?—I do, very decidedly.

3298. (*Lord Lyttelton.*) Have you ever had any farmers' sons ?—Yes, I have frequently had the children of that sort of farmers whom you would call gentlemen farmers, I suppose ; not very often of ordinary farmers, though I have in some cases had their sons.

3299. Has there been any difference in them as to the state of preparation in which they come, compared with other classes ?—It so happens that in most of the cases where I have had children of farmers they have been gentlemen whom I myself have personally known, and the boys have come to me almost from the very beginning.

3300. (*Rev. A. W. Thorold.*) What is the usual age of your assistant masters ?—From 22 or 23 to 40 or 45.

3301. Are they ever married ?—One of my masters, who is non-resident, is married. Of course those who are resident are not married.

3302. Do you find any difficulty in procuring eligible assistant masters ?—Yes, I do. It requires very great care to select candidates for the different posts. I do not think it is difficult to secure good assistant masters, if a liberal salary is offered, and care is taken in selecting them. I have generally been very fortunate in securing eligible men, though, of course, now and then, I make a mistake and engage a man whose qualifications turn out to be inferior to what I had anticipated.

3303. It has been given in evidence before us, that the scholastic profession was supposed to have difficulties and obstacles attached to it which discouraged persons from entering it. Is that your feeling ? —I must say there is hardly any calling in life which I myself should be so slow to accept as that of an assistant master in a school. The

work is laborious, the duties are irksome, the salary is not very high, and as a general rule it is not likely to rise above a certain point; so that the best class of men take it up only for a short time while they are preparing for something else, or keeping terms at the Inns of Court. Occasionally men take it up as a regular profession, and some of the best of those men succeed very well, and ultimately become masters of schools themselves; but a very large number of even fairly qualified assistant masters appear to me to vegetate in an extremely unprogressive condition. I have myself been rather surprised at the want of ambition that a great number of assistant masters display. They frequently do not care to make much further progress in their own studies, or to take degrees though they might do so.

3304. Do you think that arises from a want of professional prospects?—I think it does to a large extent, and many of them hope to get into something else before long.

3305. At what age do the boys begin to learn French?—In my school they begin at quite an early age; at about nine years of age.

3306. Are they taught by a Frenchman?—A French lady teaches them at that age.

3307. At what age do they begin to learn German?—By the time they reach the third class in the school, the third from the top. Their age there depends quite upon circumstances. I suppose there is no class in the school where the ages vary so much. It is a class in which I am obliged to put a large number of big boys who are very ill prepared, and it is a class to which quick and intelligent boys who have been well trained rise tolerably soon, so that the class frequently contains a number of somewhat dull and backward boys of perhaps 14 or 15, and another detachment of sharp intelligent boys of 12 or 13.

3308. Do you always require a previous knowledge of French before they learn German?—I always begin teaching them French in my own school before they learn German. I do not think I have had a pupil who began German without learning French.

3309. Have you the same facilities for teaching the speaking of German as you have of French?—Not to quite the same extent. German is more difficult to speak in the early stages of a boy's progress than French. The construction is so much more intricate that a boy must have made great progress in German before he can speak at all. Of course, in French they can learn a great number of idiomatic expressions, and be able to converse on common subjects with comparative facility, but with German it is different. I encourage them as far as possible to speak German, and the class books I employ are such as would give them a familiarity with common German words and common German constructions.

3310. With respect to the teaching of chemistry, are you able at all to say from your own experience whether the boys as a rule retain much of what they have learnt of it at school?—Yes, if they pay any real attention to it, I have found that they do retain it, and are able to prosecute their studies with great intelligence and success. I have had some boys who became very clever chemical analysts indeed.

3311. I suppose they do not learn chemistry until they come into a certain class?—Only when they come into a certain class; never till they get to the first or second class.

3312. What proportion of the boys in the school are generally in the chemistry class?—About 30. The first two classes take from 25 to 30 boys, and I have not gone beyond those classes in teaching chemistry, at all events with anything like regularity.

C. P. Mason, Esq., B.A.

9th May 1865.

3313. Do you at all attempt to teach botany?—Not at all. I do a little in the way of astronomy, not so much in lectures as in conversational lessons with the boys. I have some telescopes and a little observatory in the grounds, and when there is anything worth seeing that will interest them, I take the opportunity of letting them see it, and we have a little talk about it.

3314. Do you ever consult the parents as to the system of instruction for their children?—Yes, I invariably ask for information, where practicable, as to the destination of the boy, whether for a profession or for ordinary business; whether he is to go to college, and how long he is to remain at school.

3315. But apart from any special professional direction, each boy is supposed to go on according to the system which you lay down?—Yes; I always urge as little divergence as possible from the ordinary system of the school, explaining that even if a boy does not apparently profit much by the ordinary course with reference to his future vocation, yet any interference with that breaks in upon his habits of order and industry.

3316. On the whole, do you think that the interest parents take in the education of their children is intelligent and wise?—In many cases it is so most decidedly, but in many other cases I do not think it is. In fact, I have frequently been struck by the apparent apathy of parents with regard to their boys' doings and progress.

3317. Have you noticed an improvement, say in the last 10 years, in that respect?—I am not able to say.

3318. (*Dr. Storrar.*) Do you select your boys for instruction in chemistry from the whole school, or do you take the upper classes?—No, I take the upper classes.

3319. You do not select boys for instruction simply because you think they are more likely to become proficients in chemistry, but you take boys generally who are pretty well advanced in other subjects?—I do.

3320. With regard to proficiency, is the proficiency among those boys who are proficient in other subjects, say Latin and mathematics, likely to be as great in chemistry as among those who are deficient in those subjects?—Yes, I commonly find the two go together.

3321. You teach the upper class yourself?—I do. Not every subject; but English, Latin, Greek, and chemistry in the two upper classes.

3322. But you have the general superintendence of the whole school?—I have.

3323. In what way is your superintendence brought to bear on the work of your assistant masters?—I take every class at least once a week for a repetition lesson in certain subjects, say Latin or arithmetic, and then I arrange my own time so as to be able to get at least an hour or two every day for going round among the different classes inspecting their work. Then I require every day of the week each class in succession to bring me all their exercise books for inspection. On Monday the first class bring me all their exercise books in every department; on Tuesday the second class, and so on. These I look over carefully, and I call to account those who appear to be idle or slovenly. In that way I get a general idea of what the classes are doing, which enables me to speak to the master to point out deficiencies or suggest alterations where requisite.

3324. Do you attempt to institute any system of advancement of masters, moving them from a lower to a higher class?—No, I do not. I, generally speaking, engage the masters to teach particular subjects. Their position in the school must depend on their own personal qualifi-

cations, of course combined with the length of time they have been in the school.

3325. You say that out of 120 boys 92 are in the upper school, that will leave 28 for the lower school ?—Yes.

3326. At what age are boys admitted to the lower school ?—Generally at about seven or eight years of age.

3327. With what amount of preparation ?—Quite the youngest boys, when they are just able to read.

3328. Is the teaching in the lower school entirely conducted by ladies ?—Entirely by ladies ; superintended and helped to some extent by myself, but no master teaches them.

3329. What are the subjects of instruction in the lower school ?—In the lowest class, the lower of the two classes, the most simple English subjects, reading, spelling, writing, elementary arithmetic, tables, elementary geography, and such history as Lady Calcott's "Little Arthur's History of England."

3330. And French ?—Not in the lowest class ; French they begin in the higher class of the junior school.

3331. Do you begin Latin in the junior school ?—With the more advanced pupils ; perhaps some half dozen of them, preparatory to entering the upper school, for the last six months or so of their stay in the junior school make a little beginning in Latin, getting a little familiarity with the declensions and verbs, and some small Latin vocabulary to enable them to go on.

3332. Do you upon principle select ladies as instructors in the lower school ?—I do.

3333. You think that they are better adapted for the instruction of young children ?—They are more careful, patient, and persevering with young children than men are.

3334. Do you derive your lady teachers from any particular source, or do you select them just as they present themselves to you ?—There is no particular source from which I get them. It so happens that the two ladies I have in my school now have been with me several years. I have usually applied, not to the ordinary agency places, but to some booksellers who conduct an agency department as subsidiary to their business, not as a matter of profit, but as a convenience to their customers.

3335. My question went to this, whether you had discovered that it is any advantage to get lady assistants from training schools ?—No, I have not.

3336. Still I suppose that the education conducted in your lower school must partake a good deal of the character of instruction in National and British schools ?—Very much ; except that French is taught in the upper class, and a certain amount of Latin.

3337. (*Mr. Erle.*) Do you find the proportion of boys whom you can interest in natural science, such as chemistry, smaller than the number of boys who will attempt to acquire any scientific knowledge of the structure of language ; is it more difficult to interest boys in that ?—I am scarcely prepared to say. In teaching languages so much more individual power is brought to bear upon each pupil that you can get them on, and insist upon a certain amount of progress which you cannot in a chemical class where you are restricted to general remarks and general experiments that boys must investigate or leave alone very much at their own discretion.

3338. You speak of the difficulty of interesting boys in the subjects of natural science ; do you think that taking a number of boys who are very intelligent there is an indisposition to attend to those subjects

C. P. Mason, Esq., B.A.

9th May 1865.

precisely?—No, I do not think so; but chemistry, like almost any other branch of natural science, when you come to investigate it scientifically, involves a good deal of rather abstract reasoning and study, which boys find a little irksome. The ordinary facts of science they will pick up with readiness and interest.

3339. Do you find that they apply them to familiar and external objects, that they have the habit of applying their knowledge of science in that way?—Boys who take any real interest in it, as a certain proportion are sure to do, will do that readily.

3340. Then they will be much more constantly occupied with these subjects of instruction if they do that than the study of languages?—Yes; they devote a large amount of their playtime to the chemical laboratory instead of the playground.

3341. And they devote attention to surrounding objects?—Yes; in fact their curiosity is sometimes inconvenient. I have generally found that the chemistry of explosive substances is decidedly the most popular.

3342. In that respect I suppose there is greater mental improvement where they do apply themselves?—I think so.

3343. And that sort of culture is more beneficial than the culture of languages only?—Yes.

3344. (*Lord Taunton.*) Is there any religious worship connected with your school?—They have prayers morning and evening.

3345. What is the nature of those prayers?—A passage of Scripture is read and prayer is offered, either by myself, or, if I am not able to be present, by one of the masters.

3346. (*Lord Lyttelton.*) Do you always do it yourself?—Always, if I am in the house.

3347. (*Lord Taunton.*) What prayers do you use?—When I conduct family worship myself I use no special form; when I do not the masters use a manual of devotion by Mr. Thornton.

3348. (*Lord Lyttelton.*) You offer extempore prayers when you do it yourself?—Yes.

3349. (*Lord Taunton.*) What is the nature of the religious instruction given in the school?—They daily have a scripture lesson, that is the first part of their school work.

3350. Do you mean a part of the Bible is read?—Yes, a Bible class. The boys are distributed into classes, and the masters, under my supervision, let them read and prepare about a chapter daily, on which they are interrogated.

3351. And the passages in that chapter explained to them?—The passages in the chapter are explained to them and they are required to get a general knowledge of the subject. The historical portions of the Scriptures are generally selected for that lesson. As regards anything of a more doctrinal nature I reserve that altogether to myself, and chiefly for Sundays.

3352. Is it the general principles of Christianity that are taught, or are there any opinions of any particular denomination of Christians?—No, I abstain as carefully as possible from introducing any special sectarian views, whether my own or not. Of course I should not think of introducing those of any other denomination. You are, of course, aware that the doctrinal views of the Independents are extremely like those of the Church of England, and so no practical difficulty ever arises out of that.

3353. (*Lord Lyttelton.*) That is as between the Independents and the Church of England; but you have children of Unitarians, have you not?—I hardly ever get the children of Unitarians.

3354. It is within the limits of what used to be called "orthodox dissent"?—Always.

3355. (*Lord Taunton.*) You have no Jews in your school?—I have had a Jew, but only one.

3356. Is there anything in the system of your school which would prevent a Jew from going there?—No; I would take a Jew if he were offered to me as a pupil.

3357. Should you insist upon his attending the religious worship?—No; I should exempt him from that. I have had Roman Catholics in the school.

3358. What do you in that case?—In some cases where they have been English boys their friends have made no objection whatever to their joining in the ordinary religious exercises of the school. Where they have been foreigners, as has been the case in a few instances, they have been exempted, their friends objecting to their being compelled to attend religious worship.

3359. In that case you exempt them altogether from your system of religious education?—Yes.

3360. What is your system on Sundays with regard to attending Divine worship?—The sons of members of the Church of England go to church; sons of members of my own denomination of Dissenters go to chapel. Probably two-thirds of my boys are sons of members of the Church of England.

3361. Have you experienced any difficulty with regard to religious instruction in conducting your school on those principles?—Never the slightest. There is a general tendency among the boys, I think, to prefer going to church rather than to chapel. Gradually the school has changed its character in that respect. When I first joined it, it was almost exclusively a Nonconformist school, and now it is becoming one of the opposite kind, as far as the pupils are concerned.

3362. (*Lord Lyttelton.*) Have you many Wesleyans?—Very few; not more than two or three, I think.

3363. They are mainly of your own denomination or Church of England boys; has that always been the general character of the school?—Almost without exception. When I say my own denomination I include Baptists. You are probably familiar with the distinction between those sects, but taking the orthodox Nonconformists my pupils are either from that section of the Nonconformist body or from the Church of England.

3364. Do they go by themselves to the different places of worship on Sunday?—No, they are always accompanied by a master or by myself.

3365. Do you find any difficulty in the carrying on of the general discipline of the school from the different religious denominations?—Not the slightest. It will easily be seen that although the Church of England boys are in a majority in point of numbers, the fact of my being a Nonconformist gives a certain amount of weight to the other side, so that there is no depreciation of the Nonconformist portion of the community as might otherwise be the case if we were all Church of England people.

3366. (*Mr. Baines.*) Do you teach the evidences of Christianity?—Yes; not universally, but in the case of the more intelligent boys. I put Archbishop Whately's little book into their hands to get up, and they make that a portion of their Sunday exercises.

3367. (*Rev. A. W. Thorold.*) Do you ever make the older boys write an abstract of the sermon on Sunday?—No, our boys are obliged to go to so many places of worship that it is impossible for me to be

C. P. Mason, Esq., B.A.

9th May 1865.

present at all, and I could not therefore overhaul their work or see what they have done in it with any facility.

3368. (*Lord Lyttelton.*) Have you any masters who are clergymen of the Church of England ?—No.

3369. You never have had ?—I never had a clergyman as a master.

3370. (*Rev. A. W. Thorold.*) How do you fill up the spare hours on Sunday ?—Before breakfast the boys have a Bible class, simply reading the Scriptures for about 20 minutes. After breakfast I myself take the whole of the boarders of the upper school ; a passage or chapter of the Scripture is selected, chiefly those parts containing the most prominent doctrines of the Scriptures. I choose a part which I explain, as well as I can, to them, and which they have to learn by heart in the afternoon. Then, of course, they go to church and chapel. They have the opportunity of strolling about our grounds, when they are not specially engaged, till dinner-time. After dinner they are brought in to learn the passage which has been explained in the morning ; they repeat that, and then I read to them a short sermon, such as one of Dr. Arnold's sermons or sermons of that kind, of which there are various volumes suitable for boys. This occupies an hour or an hour and a quarter. They then stroll about till tea-time. After tea it is time to get ready for church and chapel.

3371. Do any of the boys study the Greek Testament ?—Yes, when they are advanced far enough in Greek for that purpose. In the upper class we take the Greek Testament as part of the Greek work.

3372. Do any of them read the Greek Testament on Sunday ?—No ; I sometimes encourage them to do so, but I do not insist upon it as a task.

3373. Do you find that as a rule the boys find no difficulty with each other in saying their private prayers morning and evening ?—It is a rule of the school that when they go up to their bedrooms, whither they are always attended by a master, there shall be absolute silence for five minutes, that all boys shall kneel down and reverently say their prayers.

3374. (*Lord Lyttelton.*) How many boys have you in a room ?—About eight. The eldest boys have rooms to themselves.

3375. How many of the eldest boys have rooms to themselves ?—About eight or nine perhaps have single rooms, or are two in a room, if they are brothers, for example.

3376. That is reckoned a privilege ?—Yes.

3377. (*Mr. Acland.*) Do you ever allow two or three boys in a room when they are not brothers ?—Never three. The boys are all either in one of the large dormitories, which would take eight, or in a single room at the top of the house. There are one or two rooms which will just take two boys, and occasionally I put two boys together, if I know they can be trusted.

3378. As an experienced schoolmaster you would attach great importance to what you have just now said as to not allowing two or three boys to be in a room ?—Very great importance.

3379. Either one or many ?—Yes, either one, or at least six or seven.

3380. (*Rev. A. W. Thorold.*) At the time you speak of, when silence is ordered for five minutes, the boys of course would have an opportunity of reading a few verses in their Bibles if they liked ?—It is never done. There is always evening prayer before they go up to bed, when the Scriptures are read and prayer is offered. Immediately after that they go up to bed.

3381. They never have their Bibles with them there?—It is not insisted on.

3382. (*Mr. Baines.*) You say that it is the rule that they shall kneel down and say their prayers; do you believe that that is general, and that it is almost universally the practice?—It is.

3383. (*Dr. Storrar.*) Do you teach any catechism?—No; with this exception, that if members of the Church of England wish their boys to learn the Church catechism I have not the least objection to their learning it, and to ascertaining if they know it.

3384. Do they sometimes require it?—Yes; I have sometimes had boys preparing for confirmation.

3385. Are you ever asked to teach the Assembly's catechism?—Never; I never was asked yet.

3386. Are you ever asked to superintend the preparation of boys for confirmation?—Not to superintend it directly further than seeing that they make themselves acquainted with the catechism, the creeds, and so forth, and that they attend the evening classes of one of the clergymen in the neighbourhood.

3387. But as a general rule you trust to reading and explanation of portions of the Scriptures for doctrinal instruction?—I do; I consider it more important that they should know the actual words, at all events of our English translation, than any representation of those words which is contained in any catechism.

3388. (*Mr. Erle.*) Do any of your scholars desire to absent themselves, or do their parents desire that any of your scholars should absent themselves from your religious instructions on Sunday?—Never.

3389. Have you had any claim of that sort?—No, never.

3390. (*Lord Taunton.*) Is there any corporal punishment in your school?—A little.

3391. Of what nature is it?—The cane or the rod.

3392. (*Lord Taunton.*) It is not only on the hands that they are struck?—No.

3393. Do you reserve the power personally to yourself of chastising a boy?—Absolutely. I forbid every master without exception to administer the smallest amount of corporal chastisement, even a box on the ears.

3394. They must report the boy to you, and it is for you to punish him if you think he deserves it?—Just so.

3395. Do you find it necessary frequently to exercise that function?—No, very rarely. Frequently for months together I never have occasion to touch a boy.

3396. Do you think the cane a good instrument of punishment for a boy?—I do in some cases. Do I understand that you are drawing a distinction between the cane and the birch?

3397. Yes.—I think for older boys the birch involves an amount of exposure which is humiliating, so that in the case of the older boys if I ever have occasion to administer anything of the kind it is with the cane. With little fellows I think the birch is less likely to injure them by hurting their hands, so with little boys I use the birch.

3398. I suppose when you use the cane you only strike the hand?—Sometimes on the back, in a safe region; usually it is on the hand.

3399. Do you employ some of the boys in keeping discipline among the other boys at all?—Not further than this, that I make the boys understand that they must be to a certain extent responsible for good order amongst their whole number, so that if any breach of discipline

C. P. Mason, Esq., B.A.

9th May 1865.

or wanton mischief takes place, a large number will perhaps be debarred from privileges which they would otherwise have enjoyed.

3400. Are there no boys specially authorized and required to preserve discipline within certain limits?—No, I always have a master with the boys at all times of the day; he is somewhere about with them. The master who is on chief duty, which will be the case twice a week, has the general charge of the lads, and he is about in the playground or cricket-field with them.

3401. (*Lord Lyttelton.*) Is he so near that he can hear all they say?—No.

3402. It is only a general superintendence?—That is all. I am strongly opposed to any such minute spying as that would involve. I think it is unwholesome for the boys.

3403. Do you ever find any prejudice or objection in the parents to corporal punishment?—Now and then, but not often. With regard to myself it is known that it is used so sparingly that the thing is hardly ever mentioned or referred to.

3404. There is no absolute objection to its ever being done?—In one or two cases I have known it strongly objected to. In one case I lost a pupil on that ground. I thought it necessary to chastise him, and his father objected to it, but I adhered to my rule.

3405. How many have you in the highest class of the school?—I think 16 or 17.

3406. What is the age of the youngest boy in the class?—I think the youngest boy is 13 years old.

3407. Do you find that the older boys have practically some sort of authority—any power of regulation in the games, and so on?—Not anything in the shape of a distinct authority, but I have always experienced great help from my older boys in maintaining good behaviour amongst their younger companions.

3408. Do you take the upper class as at all distinct from the rest in that respect?—Not at all. I do not at all look to the highest class as being the only boys whom I should consider leaders in the school. Much must depend on the boys' age and size. It often happens that boys lower down, in the second and third classes, will be 16 years of age, and even more, and fine manly fellows, whom I can trust to maintain a certain amount of influence over their companions.

3409. In case of difficulty you would summon rather those of the boys who from their size and moral weight in the school had the most influence in the school?—Decidedly.

3410. (*Dean of Chichester.*) Is there any fagging permitted in any way?—Not at all; it is strictly prohibited.

3411. Is there any bullying as distinguished from fagging that comes under your notice?—Bullying is prohibited, and I believe almost entirely prevented; but it is next to impossible absolutely to keep from that in so large a number; still nothing of the sort ever goes on to any extent. I always encourage the boys to maintain a perfectly confidential attitude towards me, and if there is any cause of complaint, whether against their companions or against the masters, to come to me and make a proper representation, privately and confidentially, and leave me to exercise my discretion.

3412. Is there any fighting?—I do not think there has been a regular fight in the school for 10 years; not more than a hasty blow or two. A pitched battle has not taken place for many years.

3413. (*Dr. Storrar.*) Have you ever had any occasion to have recourse to expulsion?—Yes, twice or thrice.

3414. Those would be very extreme cases ?—They were extreme cases.

3415. You would not recognize as a principle that you would get rid of all those boys that you could not easily manage ?—No ; I think that would be shirking one of my duties. Boys are sent to me to be managed, and, as I say, in all my experience I have only found it necessary to expel two or three boys.

3416. Do you adopt the practice at all of keeping boys in on holidays ?—Yes, that is one of the commonest modes of punishment.

3417. On half-holidays or whole holidays ?—On both ; especially on the half-holidays, if their work is in arrear.

3418. You keep them in to do their work ?—Yes ; or if they have committed some breach of discipline, and have subjected themselves to a penalty in the shape of a lesson to learn, or a task to write, they have to do it in that time.

3419. Do you have recourse to impositions ?—Yes.

3420. Of what nature ? Writing out ?—Sometimes learning by heart, sometimes writing out, especially writing grammatical forms, Latin verbs and nouns, so that the writing may be a help to the actual school work.

3421. You endeavour to make the punishment useful ?—Yes, they either learn a passage of French or Latin by heart, or write out Latin paradigms, or Greek paradigms, if they learn Greek.

3422. (*Mr. Erle.*) Do you find that you can receive those private communications from boys if they have anything to represent to you as a matter of complaint. Do you think they can be made without exciting jealousy among the other boys ?—Yes.

3423. There is sufficient confidence between yourself and the scholars ?—Yes. I have never had any difficulty at all about that ; very few cases have arisen demanding it, but now and then it has happened that a boy has been unfairly set upon by some of his companions. They always have the opportunity of coming to me without the knowledge of their companions ; they are not obliged to do so in the schoolroom before others, they can come to me privately ; and I have never found any difficulty in checking the thing quietly.

3424. Boys are not afraid to make those communications to you ?—There is always a feeling of schoolboy honour which checks those things ; it is only where it is really necessary that it is ever done.

3425. You are able very much to dispense with corporal punishment ?—Almost entirely.

3426. When it occurs is there a feeling of shame attached to it ?—Yes.

3427. Then you are seconded by the feeling of your school ?—Very strongly indeed ; so much is that the case that I never exercise corporal punishment on the older boys at all.

3428. (*Lord Taunton.*) What playgrounds have you attached to the school ?—I have two large playgrounds and a cricket field. My house is surrounded by rather more than seven acres of ground, and more than one half of that is occupied by the playgrounds and the cricket field.

3429. What are the games the boys play at chiefly ?—Football in winter ; cricket and fives in summer.

3430. Have you any covered space for wet weather ?—Yes ; there is a large shed in which they can play. It will not take the whole of them, but a large number can play under it.

3431. And they do use it ?—They do use it ; and play in the school too, if it is wet.

C. P. Mason, Esq., B.A.

9th May 1865.

3432. I think you say that some master is always with the boys, even in play hours?—Yes.

3433. Do they ever join in games, cricket or otherwise, with the boys?—Yes; but I lay down as a rule that the master who is on duty shall abstain from doing so; it absorbs the attention too much.

3434. (*Lord Lyttelton.*) In the summer how many hours on an average do the boys play at cricket?—They play for an hour between morning school and dinner. They play from about half-past four to six, and again from half-past six till a quarter-past seven. On Wednesday and Saturday they have the whole of the afternoon.

3435. (*Lord Taunton.*) Have the boys any means of bathing?—In the summer time they go twice a week to swimming baths in the neighbourhood.

3436. Have they no river they can jump into?—There is a canal not far off to which the swimming baths are attached, and they go twice a week.

3437. To the canal?—Yes.

3438. Are they instructed in swimming?—There is a swimming master there, but they commonly instruct one another; most of them can swim.

3439. (*Lord Lyttelton.*) You have a good cricket-ground?—It is large enough for them to play matches in. It is large enough for two sets of cricketers at least.

3440. It is a grass field?—Yes.

3441. (*Mr. Baines.*) Your premises are in Denmark Hill?—They are.

3442. Are they on somewhat of a slope?—They are on the lower part of the hill, but on the slope.

3443. That I think is a healthy position?—Our boys are unusually healthy.

3444. You have very little sickness in the school?—Very little indeed. I may say that for 20 years the school has never been broken up by illness.

3445. Is your school of ample size?—I have several schoolrooms. They are all large. I do not know whether it forms a part of what the Commissioners would desire, but I should be extremely happy to show the school and all its arrangements to any one of the Commissioners, or any person whom they might like to depute to see the arrangements and working of a private school such as mine.

3446. Are the schoolrooms well ventilated?—Yes.

3447. Are your bedrooms ample, so as to afford good ventilation?—Yes; they are large and they open on to large corridors and landings with which they have communication.

3448. You are completely surrounded by your grounds?—Quite.

3449. (*Mr. Erle.*) Was the house built for the purposes of the school?—No; it has been adapted to it. It is of very large dimensions and the schoolrooms have been built on either side.

3450. (*Dr. Storrar.*) You have day scholars; do they play with the boarders?—Yes, if they like.

3451. So that in fact they have all the advantages of association?—Yes.

3452. (*Lord Taunton.*) Is there any system of encouragement of boys in the way of prizes or exhibitions?—Yes, twice a year. Once a year especially, at the end of the summer term, they have prizes and certificates of merit.

3453. Are they given with any ceremony?—They are given publicly before their friends. There is a public day when the friends of boys

sufficiently near to come are invited, and we generally have a large muster.

3454. You think that useful?—Very useful indeed.

3455. I presume as it is a completely private school there are no exhibitions to help them on?—No, nothing of that kind.

3456. (*Mr. Baines.*) Do you find the terms that you charge are such as to yield you a fair profit?—Yes.

3457. Has some considerable amount of capital been laid out upon your premises, either by yourself or by your predecessor?—Yes, a good deal.

3458. In completing and in finishing, fitting with drilling apparatus, and everything of that kind, so as to afford facility both for instruction and amusement?—Yes.

3459. A considerable amount of capital?—Yes, a considerable amount.

3460. (*Mr. Acland.*) Would you be disposed to give the Commission some information as to the lowest rate at which you think competent teaching could be given in a school of the social position of your school, assuming a fair success in the school?—I shall be very happy to give every possible information on that point, and if the Commission will allow me I will supply that. (*See letter at end of evidence*).

3461. (*Dr. Storrar.*) You send some of your boys to the Oxford and Cambridge middle-class examinations?—I do.

3462. Have you any formal system of inspection of the whole of your school?—I have not yet, but I announced to my boys at the beginning of this year that I intended to put them under the Cambridge University regular inspection, which I consider to be a far better plan; more conducive to the interests of the school.

3463. (*Lord Lyttelton.*) When do you propose to do that?—I hope to do so by next Christmas at any rate, if not before.

3464. (*Dr. Storrar.*) There has been a movement lately among a certain section of instructors to obtain a registration of schoolmasters; what is your view with regard to that? Do you think that it would be a desirable thing to have a public registration of competent teachers?—My opinion is that the practical difficulties that stand in the way of carrying out the scheme with anything like effect will quite neutralize any possible advantage that can be derived from it. I am at a loss to see how any system of registration could secure on the part of schoolmasters those qualifications which, after all, are most essential for conducting a school well. I have known many schools conducted admirably by men of good qualifications, who take a large part in the teaching themselves, and who are the moving spirits in the whole affair; but I have also known very good schools conducted, and with great success, by men absolutely devoid of scholarship, but possessed of a good amount of tact and kindly feeling in dealing with boys, so as to produce a good result.

3465. (*Mr. Acland.*) Do you think that there are many such schools conducted now by men of business, so to speak, employing teaching talent?—I do not think there are many, but there are some.

3466. (*Lord Lyttelton.*) Are you much acquainted with other schools in different parts of the country?—Yes, I know a good deal of a good many schools in various ways.

3467. (*Mr. Acland.*) Are you a member of the College of Preceptors?—I am. I have acted as examiner in connexion with the College several times.

3468. Would you mind giving your opinion as to the effect which that is having upon the profession and upon the schools?—I have traced a marked improvement in the schools which have been brought

C. B. Mason, Esq., B.A.

9th May 1865.

under the influence of these examinations for anything like a considerable period, such as three or four years.

3469. By these examinations you mean the examinations of the College of Preceptors?—Yes; when I first acted as examiner five or six years ago, I thought the quality of the work execrable. It has appeared to me to improve progressively ever since. On one or two occasions when I have acted as examiner in grammar and English history the average quality of the answers has been extremely creditable.

3470. Have you any means of judging of the effect of the College in improving the race of assistant teachers?—I have not been able to trace any particular effect in that way.

3471. (*Lord Lyttelton.*) Except through the performance of the boys?—Yes, entirely.

3472. (*Mr. Acland.*) What do you take to be the most ordinary course through which a man arrives at the position of principal of a private school; I mean as to his own early education and the acquirement of those habits by which he becomes a successful schoolmaster?—In many instances those who ultimately become masters of private schools are the sons of schoolmasters. They receive a fairly good education at school, perhaps go to college, or perhaps having passed from school at 17 or 18, enter some other school as junior assistant master. They gain a few years' experience in that way, and then by the aid of a little capital supplied by the father start on their own account. That is one way in which a good number to the best of my knowledge attain the position of principals.

3473. Do a certain number rise from the position of ushers to partners?—Yes; that is also not an infrequent mode in which masters become principals of schools. Another way is this: Independent ministers, or ministers of other branches of the Nonconformists, or clergymen who, through certain physical disqualifications are not able to carry on their vocation as preachers, begin by taking pupils, and a small muster of five or six pupils gradually expands into a school. I have known several cases of that kind.

3474. Do you think that a person possessing those business qualities of which you speak maintains as thorough a position of respect in reference to the boys, if the boys see that he is himself not a capable teacher, but that he is employing other men's brains?—He is always exposed to difficulty in that way, and his only chance of avoiding it is to make the best of his position, and concede the point that he is not in any way the educational director of the school.

3475. Notwithstanding that, do you believe that a great deal of honest teaching is going on in that way?—A great deal.

3476. (*Lord Taunton.*) I understand you to have stated that you are not in favour of a compulsory registration of schoolmasters; do you think that there would be an advantage in having some system of registration established, not compulsory, but which would give *pro tanto* an advantage to those who had been so registered, and a guarantee to the public that they are to some extent competent?—Yes; I see no objection to it. I am far from entertaining the sanguine opinion of the advantages of the system which I know some of the advocates of it entertain; but I consider that anything which will stimulate those who have in anyway connected themselves with the scholastic profession to assume a higher position in their profession than they have hitherto done must certainly redound to the benefit of the profession and of education generally.

3477. With regard to the question of the inspection of schools by some central authority, Government or otherwise, compulsory or voluntary, do you anticipate any advantage from that to schools?—I think

the advantages would be enormous. I think any kind of inspection which could either be enforced or encouraged amongst private schools would be of immense service to the schools themselves, and to the profession generally.

3478. Would you make it voluntary and optional, or would you make it compulsory upon all schools?—I would not make it compulsory, but I would have such an amount of publicity attached to it that it should be a privilege for a school to be able to be examined or inspected, and to have the results of the inspection published.

3479. Have you ever turned your mind to the question as to what body that duty of inspection could be best intrusted to?—As far as my own opinion, and the opinion of all whom I have spoken to on the subject goes, the old established Universities of Cambridge and Oxford, and the University of London, would be accepted throughout the country generally as the very best bodies to whom the matter could be referred.

3480. You do not think it would be necessary or desirable for any direct Government interference in the matter?—Not at all. I believe it would be better without. If in any way the universities can bring their influence and prestige to bear directly on the inspection of schools I think it would be a very beneficial thing.

3481. Do you believe that there would be any jealousy on the part of schools that were not founded on what may be called strictly Church of England principles, in resorting to a system of inspection at all composed in that manner?—I do not think there would be the least. It would be in such rare cases as not to be worth noting.

3482. (*Lord Lyttelton.*) This system of inspection which you recommend would have to offer nothing to the schools in the way of direct benefit, except that of publicity and sanction?—Exactly so.

3483. Should you conjecture that a large proportion of private schools in the country at the present time would be willing to come under that sort of inspection?—No; I do not think they would.

3484. Probably only a small proportion?—A very small per-centage.

3485. The Government would have no ground for insisting on compulsory inspection of any private establishment?—I do not think they would. I should be very strongly opposed to the compulsory part of the matter.

3486. (*Mr. Acland.*) With reference to the less wealthy portion of the middle class, have you considered in what way public measures could be taken for the improvement of the education of the sons of small shopkeepers, or small farmers, beginning at that position in society in which the parent feels that his social respectability is at stake in making a quarterly payment for something above a charity school?—Yes; I have thought a good deal about the matter, and I must say my private opinion is that if fully one half of the private schools were knocked on the head to-morrow it would be a great advantage to the community.

3487. What would you propose to do with the children?—I think various measures might be adopted for giving them a chance of a better education than they at present receive.

3488. Do you think that a parent who cannot pay much more than 15*s.* a quarter can get for that the education suited to his position in society?—Not at a private school.

3489. You mean that he cannot get it by the ordinary process of demand and supply?—No.

3490. Therefore you think there should be some aid from some other quarter?—In mentioning the sum of 15*s.* a quarter, of course you refer to fees for their education simply.

3491. Yes; there is no doubt that there are many parents who are

C. P. Mason, Esq., B.A.

9th May 1865.

paying about that rate?—I think if they were to send their children to a British school at once they would get a far better education than anywhere else on those terms.

3492. Suppose we take it a little higher—at a rate which is very common in country towns—about 6*l.* a year?—Suppose you have 100 boys at 6*l.* a year, you get an income of 600*l.* Out of that, how many masters must be paid to instruct 100 boys decently? You will require three or four to do anything. I do not see how a master can teach so many as 30 boys with anything approaching a chance of making them learn. I never allow more than from 15 to 17 in a class. Then the question is, if you subtract rent and other necessary expenses from 600*l.* what balance can you have to divide among three or four teachers? Rent and other expenses would probably come to 150*l.*, leaving 450*l.* for the teaching of 100 boys. When you look at the opportunities that business of every kind offers nowadays, 200*l.* a year is a very small amount to offer a man for giving his whole time and energy to the conducting of a large school.

3493. Can you offer any suggestion at all as to how that case might be met, because when we knock the private schools on the head we still come back to the question, what is to become of the children; if they cannot be taught by the ordinary mercantile return for trouble given, to what public source would you look?—They must go to some public source, but what I am not prepared to say.

3494. Do you think, supposing that buildings are raised, and that the expense of house rent is got over, it would be possible to find thoroughly competent teachers who would be willing to teach that class for such a remuneration as the parents would pay?—I think that if you can get over that expense and can establish a school in a large town, or the neighbourhood of a large town, where from 100 to 150, or possibly 200 boys might be gathered together, for 6*l.* a year from each pupil you might get very efficient teaching.

3495. What number of boys in the school should you think on the whole the most conducive to the successful education of the tradesmen of a country town; should you put it at about 200?—If, for day boys, from 150 to 200. I name that number because the additional sum that you get out of 50 or 100 pupils at 6*l.* apiece will enable you to engage a very superior man at the head, for 100*l.* or 150*l.* would make a wonderful difference in the quality of the head master, and at the same time would leave money enough to engage additional masters at salaries varying from 80*l.* to 100*l.*

3496. Do you see any objection to the mixing of day boys and boarders in country town schools?—I do not think that there is.

3497. The master would always expect to make a good portion of his income from the boarders?—Yes; I think there would be more chance of a school of that sort succeeding if the master were allowed to take boarders.

3498. Do you think such a school would best succeed as a matter of private enterprise, as a commercial speculation by a man of business; or do you think that the interest of that class of the community, the smaller tradesmen in country towns, would be best consulted by public institutions, the managers having the power of appointing and dismissing the head master?—I think the condition that was referred to as almost essential to the success of such an enterprise, viz., having the buildings as the starting point ready to your hand, necessitates having the thing on some public basis.

3499. Am I wrong in thinking that the tendency of your evidence is that private schools in England, to be thoroughly successful, must be rather profitable concerns?—They must undoubtedly.

3500. And therefore you think that we ought not to rely on private enterprise for the education of the lower middle class ?—I think not.

3501. Can you make any suggestions as to the best use to be made of small endowments, of which you know there are a great number in the country not producing much result ?—I think that no better use could possibly be made of them than either amalgamating them, or diverting them to the establishment of schools such as those referred to—schools of considerable size where the fees were very moderate, and where the number of boys would enable efficient teaching power to be brought to bear on them.

3502. Do you think there are any restrictions in reference to endowments for grammar schools which now retard the progress of the education of the middle classes ?—Yes, I have long been of opinion that those restrictions which necessitate having members of the Church of England or Masters of Arts as head masters of these endowed schools are inexpedient and keep out from a very honourable and useful profession very capable men of other denominations who would conduct such schools with great efficiency and success.

3503. Supposing that the limitations to graduates were so extended as to include the London and Scotch universities, do you think there would be much objection to a restriction so qualified ?—I do not.

3504. Do you think that that might perhaps be conducive to the class of schoolmasters seeking something of a real university training ?—I think it would have a great effect in that way.

3505. Therefore if the restriction were so far relaxed as to open it to all religious denominations, but retaining connexion with the universities, you think that would be a good arrangement ?—Yes.

3506. (*Lord Taunton.*) Do you attach great importance to the removal of any restrictions that confine the profession of schoolmaster in any of these schools to clergymen so as to allow laymen to become masters ?—I am strongly opposed to any regulations which restrict masterships to clergymen.

3507. (*Mr. Acland.*) Have you considered the question of turning small endowments into exhibitions ?—I have never thought of that.

3508. Speaking of these imagined or supposed new institutions under public management, could you offer any suggestion as to the best constitution for bodies of management, bearing in mind that country gentlemen are sometimes disinclined to give up too much time to educational questions, that the town shopkeepers are not always the best judges of education, and bearing in mind any other difficulties which may occur to your own experience ?—I am not prepared with a very positive opinion, but I am strongly inclined to believe that a school of that character would only be possible in or near to large towns, and that if they are established at all, their lively and efficient working may often be promoted by their being very much attached to some particular branch of the religious community. I think for example that in a town where dissenters are strong—such towns as Manchester or Leeds, a school of that sort set on foot and superintended by the leading members of that particular denomination, provided they do not make it exclusively a sectarian school, would have more chance of being conducted with vigour than if the management were entirely thrown open.

3509. What is your opinion as to the desirableness of giving parents a strong interest in the management of a school ?—Do you mean a pecuniary interest in the success of it ?

3510. A personal interest ; I would not limit it to a pecuniary interest. Do you think it is better that the management of the school should be in the hands of a small number of public men, known to be men of high education, or at least presumed to be men whose position

C. P. Mason, Esq., B.A.

9th May 1865.

qualifies them for trusteeship; or do you think it desirable that those whose children are to be in the school should have an interest in the management of it?—I confess my predilections are very much in favour of what approximates to the former of those two. I experience so thoroughly the necessity of absolute government at the head of a school that I am sure the less interference you can have the better, and as far as my observation has gone, proprietary schools, except in a very few rare instances, have not been conducted with much vigour or efficiency.

3511. Then your opinion would be unfavourable to that suggestion?—It would.

Denmark Hill Grammar School, January 25th, 1866.

My dear Sir,—In reply to the inquiry of the Commissioners as to "the "lowest rate at which I think competent teaching can be given in a school of "the social position of my own," I can do no more than state the actual results of my own procedure and experience. I have carefully estimated on an average of three consecutive years, the *actual outlay* incurred in maintaining my school, including rent, taxes, rates, house-keeping, wages and salaries, but not including books or disbursements on behalf of individual pupils. My total outlay has averaged 3,400*l.* per annum, the average number of pupils having been 112. Of these 50 were day-pupils (dining at school four times a week), the rest boarders. It will be seen, therefore, that the average cost of each pupil, taking both classes together, has been a little more than 30*l.* per annum. If it be assumed that the average cost of each day-pupil should be set down at 15*l.* per annum, it will follow that the average cost of each of the 62 boarders has been about 43*l.* per annum. In this estimate, however, it will be understood that I have set down nothing in the way of remuneration for my personal services, except the bare cost of board and lodging for a family of five persons, including three children. It is scarcely for me to say what those services are worth, but it is easy to make the requisite addition to the above-named amounts according to the increase in the school outlay that should be set down on that score.

The scale of expenditure stated above is probably unusually large, but besides the great cost of the premises which I occupy, my school arrangements allot one teacher on the average to every fourteen or fifteen boys.

The foregoing statistics will perhaps be deemed more serviceable than any conjectural estimate.

I remain, yours truly,

H. J. Roby, Esq. C. P. Mason.

Adjourned.

Wednesday, 10th May 1865.

PRESENT:

Lord Taunton.
Lord Lyttelton.
Sir Stafford Northcote.
Dean of Chichester.
Rev. A. W. Thorold, M.A.
Thomas Dyke Acland, Esq., M.P.
John Storrar, Esq., M.D.

LORD TAUNTON in the Chair.

Rev. G. F. W. Mortimer, D.D.

The Rev. George Ferris Whidborne Mortimer, D.D., called in and examined.

10th May 1865.

3512. (*Lord Taunton.*) I believe you are the head master of the City of London School?—I am.

3513. Will you have the kindness to state to the Commission the history of the foundation of that school and the means by which it

is supported ?—The foundation is a very old one, consisting of a grant of land made by John Carpenter, who was town clerk and member for London in the reign of Henry V. and the early part of the reign of his successor, so we have kept our 400th anniversary. It was a grant of land to educate four boys and send them to the universities. That was the only purpose unto which it was applied until about 29 years ago. The Commissioners of Charities coming into the City of London, the present Lord Mayor, then Mr. Alderman Hale, called attention to the application of this fund, and brought forward a Bill in Parliament with their concurrence and with the concurrence of the Corporation, for establishing a school, to be called the City of London School. That Bill passed, and is the basis on which the school is established.

3514. The Corporation brought in the Bill ?—Yes ; it passed and they endowed the school with the then value of the estate, 900*l.* a year, the estate having been built upon and the ground rents being then the income of it.

3515. The Commission will be obliged to you if you will state the condition of this property, and particularly whether the present income derived from it is more than the 900*l.* a year which you have mentioned ?—The increase of income since 1863 has been 2,394*l.* 18*s.* 6*d.* in addition. That is the increase since 1863 by the falling in of leases which have been re-let at their value, instead of ground rents.

3516. That sum is in excess of the 900*l.* ?—In excess of the 900*l.* or nearly so.

3517. I presume that sum goes to the general purposes of the Corporation ?—Yes.

3518. That is the annual income ?—Yes.

3519. (*Lord Lyttelton.*) It is worth about 3,000*l.* a year ?—It is worth fully 3,000*l.*, and on the dropping in of the leases it will be worth something like 10,000*l.* a year.

3520. At what time ?—In 1863 14 leases fell in, and the increase upon the letting of them is 2,394*l.* 18*s.* 6*d.* In 1870 one lease will fall in, in 1884 two leases, in 1888 one lease, in 1902 thirty leases, in 1903 four leases, in 1904 six leases, in 1905 three leases, in 1906 two leases, and in 1908 three leases. (*See Appendix A.*)

3521. (*Lord Taunton.*) What are the terms of the Act of Parliament under which your school is endowed ? Do they direct the whole proceeds of these estates to be applied to the purposes of education or do they leave any discretion to the Corporation ?—They direct the payment of 900*l.* a year, which was the then value. The estate was then worth 900*l.* a year, and they give to the school an income from it of 900*l.* a year.

3522. Is that sum mentioned in the Act of Parliament ?—Yes.

3523. (*Lord Lyttelton.*) Is the estate about Gray's Inn Lane ? —No ; the various parts of the estate are in Lower Thames Street, Cheapside, Houndsditch, but mainly Tottenham Court Road and that part of London.

3524. How is this 900*l.* a year applied ?—It goes to the general purposes of the school, with this exception, that instead of the four boys whom Carpenter intended to be supported, eight boys are supported, who are called Carpenter scholars. They receive a free education, and 25*l.* a year. When they leave the school, if they produce from the head master a certificate of good conduct, they have 50*l.* and if they go to the universities they retain their 25*l.* a year until the degree of B.A. That is tenable with any other scholarship from the school.

3525. (*Mr. Acland.*) Is that sum of 50*l.* a donation ?—A donation to assist them in life.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3526. Once for all ?—Once for all.

3527. (*Lord Taunton.*) How long have you been head master ?—25 years.

3528. Is that ever since the school has been put on its present footing ?—No, between two and three years Dr. Giles was head master, there was a misunderstanding of a very serious nature between him and the Corporation, and he was requested to retire.

3529. What is the system of the government of the school ?—The governors of the school are the Corporation of London. Under the Act of Parliament the Corporation have power to make byelaws for the government of the school. One of these byelaws is that a committee of the Court, consisting of one member from each ward and 12 aldermen, are the governing body of the school ; they meet monthly, on the first Wednesday of every month for the despatch of business, or oftener if necessary. But though not actually embodied in a byelaw, the practical working of the school rests with the sub-committee. The sub-committee consists of a small number of the committee, say four or six, who are chosen by the committee, the chairman, and the head master, and everything is referred to the sub-committee. It goes up as a report to the general committee, and it is accepted, or rejected, or referred back again. The general committee meet solely for the despatch of business ; they are seldom engaged more than an hour ; they appoint the sub-committee and refer all business to them ; so that it goes up to them as a report already well digested, and all business, such as election of masters, and every question in fact which arises, is referred to them.

3530. In your opinion does this system of government work well ?—It has worked extremely well. The only observation I should make on that point is, that as long as I have been there the same chairman has been appointed.

3531. Who is that ?—The present Lord Mayor, Mr. Warren Stormes Hale. I do not know whether it would work so well with a constant change of chairman, but of course I have had no opportunity of judging.

3532. (*Lord Lyttelton.*) Are they at liberty to change their chairman ?—Most committees change their chairman annually.

3533. (*Lord Taunton.*) Has this committee the power of appointing and dismissing the head master ?—No, the head master and the second master are elected by the full Court. It is a double election. Under the Act of Parliament, the principal of King's College, the classical professor of King's College, the mathematical professor of King's College, the professor of Greek in University College, London, the professor of mathematics, and the professor of natural philosophy, select three from all candidates for the first and second mastership, from whom the Corporation must select one, and the senior professor of King's College has the casting vote in case of equality.

3534. With regard to dismissal ?—With regard to dismissal, the full Court only which elects, can dismiss.

3535. (*Mr. Acland.*) Have they absolute power of dismissal ?—The officers of the Corporation of London except those who hold judicial functions where the law interferes, are re-elected annually.

3536. Have they the absolute power of dismissing the master without cause shown ?—They have absolute power of not re-electing him.

3537. Is the master annually re-elected ?—Yes ; all officers of the Corporation of London except those who hold judicial offices, are re-elected annually.

3538. In fact you are an officer of the Corporation of London ?—Yes, and I am subject to annual re-election.

3539. (*Lord Lyttelton.*) Is there a power of dismissal at any time ?—No, they would have to wait until the next re-election.

3540. (*Lord Taunton.*) With regard to the other masters?—The other masters are elected by the committee.

3541. And may be dismissed by the committee?—They may be dismissed by the committee, but they are subject in the same way to annual re-election by the committee, and the dismissal would amount to their not being re-elected.

3542. Have you ever found the system interfere disadvantageously with your influence over the under masters?—Not at all, because sitting on the sub-committee, I have always voted in the appointment of masters, and my advice to promote a master has never once been neglected. No master, in fact, would ever have been elected without my sanction, during the 25 years I have been there.

3543. In short, the whole thing has worked perfectly smoothly?—Extremely well.

3544. That probably is owing to the mutual good understanding and confidence existing between you and the governing body?—Yes, as long as the chairman and head master are on a friendly footing, they have very great power.

3545. Is any qualification required in the head master, such as being a member of the Church of England, or being a graduate in the university, or anything of that sort?—He must be an M.A. at least, of one of the English universities.

3546. That implies being a member of the Church of England?—Well, it did do so, but it may not. A member of the University of London might, I suppose, now be elected; it is a question which has never arisen, but I do not see that there is anything to prevent it in the Act of Parliament. At the time the Act of Parliament passed, no doubt Oxford and Cambridge were intended, but an M.A. of an English university would include the University of London.

3547. (*Dean of Chichester.*) That does not imply that he must be a clergyman?—No, it is not required that he should be a clergyman, though I have no doubt it would virtually be required. I do not think the Corporation would elect any other. And, looking to the fact that all the electors are Oxford and Cambridge men, they would not probably return any one who was not a clergyman.

3548. (*Lord Taunton.*) You think it probable that he would be both a clergyman and a member of one of the universities, but those things are not required by the Act of Parliament?—He must be an M.A. at least of one English university.

3549. (*Mr. Acland.*) When you say that all the electors are members of the Church of England and Oxford and Cambridge men, that may happen to be so, but it does not necessarily follow; is not the professor of Greek in University College one of the electors?—He is. They are certain to elect Oxford and Cambridge men.

3550. (*Lord Taunton.*) What number of boys are there at your school?—The average of the last seven years has been 624 boys per annum.

3551. Is there any system of boarders?—None.

3552. They are all day scholars?—A great number are boarders in various places, but without any control or authority of the school over them. Parents make their own arrangements with masters, and with strangers; as long as they attend punctually we make no inquiries.

3553. Is any qualification necessary for admission into the school on the part of a boy, such as being the son of a citizen or anything of that sort?—I have brought the form of admission with me, which perhaps will better answer that question. It is as follows:—

"City of London School.

"I hereby request that my son aged years
"on the day of last, may be admitted as a

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

"pupil into the City of London School, agreeably to the rules and "regulations in that behalf."

This is signed by the parent, giving his residence and occupation, and stating in the bottom line, according to the direction given here, whether he is free of the city, or a householder therein; it is then dated, and he is recommended by an alderman or common councilman. The recommendation of an alderman or common councilman is necessary. At first only the sons of freemen and householders were admitted. Within three months after I was elected I got that altered, and now, *ceteris paribus*, they have a preference given them, that is if they pass the entrance examination.

3554. Does this enable every freeman or householder of the city of London to send his son to this school if he pleases?—If he pleases.

3555. There is room enough?—There is room enough, and for a great many besides, who are not such, but they have to pass an examination.

3556. Can you distinguish the number of those who are the sons of freemen or householders, and those who are not so?—No, I cannot.

3557. At a guess should you say it was one sixth or one tenth?—I think about one half probably are sons of freemen and householders of the city, but that is only a guess.

3558. The rest are sons of parents living anywhere, who obtain the recommendation of a common councilman as to the fitness of the boy for admission, and they are admitted in that manner?—Yes, they come from all parts of England; great numbers of them come from all round London, for 30 miles round; some of them come in by the trains.

3559. As they are day scholars they are chiefly derived from the vicinity of London?—Chiefly; but still many send their sons from a distance and make their own arrangements to board them with friends.

3560. (*Dr. Storrar.*) Are we to understand that some boys coming to the school travel 30 miles every morning?—Some come that distance every morning; they come from Harlow, from Epsom, and from all places round London.

3561. (*Lord Taunton.*) What is the cost of tuition to a boy at your school?—The cost of tuition is 9*l.* per annum; every boy pays the same.

3562. That includes everything?—Everything except drawing and drawing materials.

3563. How much do you add for that?—2*l.* The charge for drawing and drawing materials is the only extra charge.

3564. There is no other payment for anything else?—There is no other payment.

3565. They pay no entrance fee?—No, except a deposit of a sovereign as caution money, or a guarantee that their books will be paid for, and that is returned when they leave.

3566. Then, in point of fact, every citizen or householder of the city of London can obtain for his son an excellent education for 9*l.* a year?—Exactly so.

3567. There still remains about one half of the means of educating in this school available for the rest of England?—Just so.

3568. What is it that limits the number of your school at all. Are you obliged to refuse any boys?—We are as full as the building will hold. We have quite the number in school that the building will accommodate.

3569. So that you are obliged to refuse some?—We have at present about 230 standing over for admission.

3570. What are the ages of the boys when admitted?—We admit them without any reference to age. They must be able to read quite fluently; they must know the first four rules of arithmetic, and be able to write a little; that is all that is required.

3571. As a matter of fact, what is the general age at which your boys come?—From seven to nineteen. This is the limit. Passing up the school they gradually get older.

3572. Do you mean that you would admit a boy at the age of 19—? No, we do not admit a boy above the age of 15, unless he can join one of the three head classes; that is under a byelaw of the Corporation.

3573. (*Lord Lyttelton.*) What is the average age on admission?—About eight; that is in the English school, the commencing school.

3574. (*Lord Taunton.*) Your school is conducted as a whole, there is no upper and lower school?—Yes, there are two divisions, but both under the head master.

3575. Are there no separate schools?—No.

3576. (*Lord Lyttelton.*) Is the head master *ex officio* a member of the sub-committee?—He is always summoned to it.

3577. Has he a vote on it?—Yes. I am not summoned when a sub-committee is held for a mere financial purpose.

3578. Is the head master required to be summoned by the Act of Parliament?—It is always the first thing done.

3579. Is the 9*l.* a year, with extras, making it 11*l.*, paid by all the boys?—By every boy.

3580. Freemen have no advantage in that respect?—None whatever.

3581. Do the Corporation undertake the whole charge of the school as to expense; do they undertake to keep the buildings in repair?—They are bound to keep up the school, and to keep it in repair, under the Act of Parliament.

3582. They are bound to apply the 900*l.* at their pleasure for the school in any way they think proper?—Yes, subject to the maintenance of the Carpenter scholars.

3583. (*Lord Taunton.*) Do you find that the tradesmen of the city of London very generally send their sons to this school?—A great many do. Before the late Public School Commission I had never gone into any inquiry, but I was asked by the secretary of that Commission to note down for him the employments of the parents of all the boys in the three head classes; they were so balanced that there were 37 sons of professional men, including in the term professional men, clergymen, dissenting ministers, barristers, solicitors, physicians, medical men, architects, and engineers, and there were 36 sons of men engaged in trade. A very large number, too, particularly in the lower classes, are sons of men connected with public offices, and of clerks in the Bank of England and other banks.

3584. (*Lord Lyttelton.*) Have you any children of farmers?—I think very few. I have known one or two; one of my head boys was the son of a farmer in Hampshire.

3585. (*Mr. Acland.*) Have you any sons of mechanics?—Yes, I have some, I should think.

3586. Foremen of works?—I cannot really answer the question, because I never make any difference among them.

3587. (*Lord Taunton.*) Do you include shopkeepers to a certain extent?—We admit everybody.

3588. Is it a fact that many avail themselves of the school?—Yes, many.

3589. (*Mr. Acland.*) What do you include in trade; do you include the highest merchants?—From the highest to the lowest.

3590. From the highest merchant to the smallest retail shopkeeper?—Yes.

3591. (*Lord Lyttelton.*) What is about the lowest rank from which you get scholars?—It is impossible for me to give an answer, because I have nothing to do with it; we admit all according to seniority; we make no exception whatever.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3592. Have you the sons of small retail shopkeepers?—Certainly. We have sent distinguished men to Cambridge who were the sons of small tradesmen.

3593. (*Mr. Acland.*) Do you think you have any boys who are sons of men working for weekly wages?—Yes; but their employers have in all instances paid the school fees.

3594. (*Dean of Chichester.*) May the head master take boarders?—I should think I could if I pleased; the Corporation merely require that all masters should devote the special hours to the work of the school; they do not interfere with them in any way.

3595. Has the head master any control over the boarding houses?—No; there are no boarding houses.

3596. You said some of the masters took boarders?—Parents make their own selection, we do not recognize anything but a day school.

3597. Just as at King's College?—Yes, they place them wherever they please.

3598. What is your opinion of the working of that system?—Some of my best boys, you would rather wonder at it, have been lodging by themselves in London, without any control whatever. I had three brothers, the eldest was a senior wrangler, the second sixth wrangler, and the third will be among the first six wranglers next year; they have lived by themselves without any control whatever.

3599. (*Mr. Acland.*) That being an exceptional case, will you go so far as to say that you think no superintendence over the boarding arrangements is desirable?—It would be simply impossible, because they live at such distances. Boys board wherever their fathers have friends, and even the masters do not live in the neighbourhood at all, but miles away.

3600. You said that the present buildings were not sufficiently large to accommodate the number of applicants out of the existing funds; might not the buildings be enlarged?—I think they are as large as any school ought to be; I think a school of 600 boys is quite large enough.

3601. Are there any exhibitions?—A very considerable number. (*See Appendix B.*) First, there are the eight Carpenter scholarships.

3602. Amounting to 25*l.* a year?—Yes. Then there is a foundation scholarship, on the same plan, of 30 guineas per annum, founded by Alderman David Salomons, M.P.

3603. Tenable with the 25*l.*?—No; those are all at the school, they cannot be held together. Then there are two William Tite's scholarships, founded by W. Tite, the member for Bath, one of 25*l.* and one of 20*l.* Then there is another of 40*l.*, founded by some Jews as a testimonial of their gratitude to the school which has always received them, which was given on the passing of the bill to enable them to sit in Parliament. So that, in fact, there are 12 scholarships tenable at the school.

3604. That being in excess of any charge relating to the school, to what does the difference go?—Those exhibitions are all exhibitions tenable at the school.

3605. I mean that the expenses of the school do not amount to 25*l.*?—No; the expenses of the school only amount to 9*l.*

3606. They are tenable with a view to maintenance?—They are tenable with a view to maintenance, and one great object is to induce the better boys to stay on and go to the universities. All these smaller scholarships feed our university scholarships. There are then these other four besides the eight Carpenter Scholarships tenable at the school. Then tenable at the universities, there is one small scholarship of about 20*l.* a year given by the late Mr. Tegg, the bookseller. There is one given by the "Times" newspaper of about 30*l.* a year. There

are four scholarships confined to Cambridge, one occurring every year, of 50*l.* a year, presented by the late Henry Beaufoy, and given solely for the best examination in mathematics. There is one of 50*l.* a year given for general subjects in the same way as the others by Mr. Alderman David Salomons, M.P. There is a Lambert Jones scholarship, which is now 50*l.* a year. It was 21*l.*, but he has increased it by a legacy. That is 50*l.* a year for Oxford, Cambridge, or London given in the same way. There is an exhibition of 50*l.* a year given by the Worshipful Company of Goldsmiths, which is a classical scholarship as the others are mathematical. There are two exhibitions given by the Worshipful Company of Grocers, leaving it optional for the head master, as he thinks fit, to give them for classics or mathematics, or both. I have always given them for classics as a sort of counterbalance to the Beaufoys. There is the Masterman scholarship of 30*l.* a year. There is one of 60*l.* a year given by Baron Lionel Rothschild, M.P., in the same way for general subjects. Then there is the Travers' scholarship of 50*l.* a year. So that there are at the university 14 scholarships besides the Carpenter scholarships. Besides that, every two years there is a medical scholarship presented by St. Thomas's Hospital, which gives free education there to a pupil, and in return for that I act as examiner for the Hospital.

3607. Are these open to competition ?—Entirely ; they are all given by the examiners.

3608. Those that are held by the boys in the school ?—Yes, all are given by the examiners.

3609. (*Rev. A. W. Thorold.*) Does the school committee at all interfere in the arrangement of the school studies ?—Not in the least.

3610. That is entirely left to you ?—Entirely.

3611. With respect to the distances from which some of the boys come to school, do you find practically that the railway journey at all unfits the younger boys for day study ?—It is generally the elder boys that come from distances ; very few little boys come from distances. The only difficulty is that I am obliged to give a certain amount of licence as to their coming in. Trains generally arrive at the stations at nine o'clock. We commence at nine o'clock, and during the winter months boys come in 10 minutes or a quarter of an hour after the time. Our plan in those cases is to file a general note.

3612. You do not on the whole think that the boys flag in their work from having travelled so many miles in the morning ?—Not at all.

3613. (*Lord Taunton.*) Is there any system of prizes ?—A very large number of prizes is given. A very large sum every year is given in prizes,—some hundreds of pounds.

3614. What is the general system on which prizes are given ?—They have been presented by various persons. They consist of gold and silver medals and books. The school gives prizes in every class.

3615. Perhaps you will have the kindness to hand in a list of the prizes ?

The witness handed in the following list :

Prizes awarded annually.

For General Proficiency and Good Conduct, a gold medal of the value of 10 guineas, the gift of Dr. Conquest, F.L.S.

For Classical Proficiency, a silver medal (called Sir James Shaw's Medal), with books, of the value of 5 guineas together.

For Mathematical Proficiency, a silver medal (called the Beaufoy Medal), with books of the value of 5 guineas together.

For proficiency in Euclid, and the Elements of Algebra and Trigonometry, a silver medal and a book (called the Edkins Memorial Prize), limited to the fourth and fifth classes.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

For proficiency in Arithmetic and Good Conduct, a silver medal, for pupils below the two head classes; and

For proficiency in the study of Chemical Science, a silver medal, both the gift of Warren Storms Hale, Esq., Alderman, Chairman of the Committee, and originator of the school.

For the best Writer in the School, a silver medal, the gift of Thomas Lott, Esq., Deputy, F.S.A.

For proficiency in French, a silver medal; and

For proficiency in German, a silver medal, both given in the name of the late Sir George Carroll, Alderman.

For proficiency in Writing, Arithmetic, and Book-keeping, a gold pen, the gift of George Virtue, Esq., Deputy.

For proficiency in Chemistry and Natural Philosophy, prizes of the aggregate value of 10 guineas.

For proficiency in Drawing, several prizes.

For proficiency in the knowledge of the Holy Scriptures and the Evidences of the Truth of Christianity, a Polyglot Copy of the Holy Scriptures, the gift of Benjamin Scott, Esq., Chamberlain of London.

For such subjects as may be determined by the Head Master, prizes of the total value of 10 guineas, the gift of Thomas Quested Finnis, Esq., Alderman.

For the best Latin Composition in prose or verse, a prize instituted by Richard Nathaniel Phillips, Esq., L.LB., F.S.A.

For encouraging the study of the English Language, the cultivation of an acquaintance with the best specimens of English Literature, and the attainment of purity of style in speaking and writing the language, prizes of the value of 15 guineas, the gift of Herbert Lloyd, Esq., deputy.

For the encouragement of the study of the Works of Shakespeare, several valuable prizes are also given annually, under an endowment established by the late Henry Beaufoy, Esq., F.R.S., besides class prizes in every class.

3616. Do you find the system of exhibitions and prizes work very favourably?—Very much so.

3617. I suppose they attract boys to the school?—No doubt.

3618. You do not think that that system of multiplied exhibitions and prizes can be carried too far?—It has not been carried too far at present. They have always fallen to those that have deserved them.

3619. Do you yourself, in your own system, award these prizes, or do you call to your assistance any system of the university local examinations?—The examiners of the school award the scholarships medals, and all the more valuable prizes.

3620. Independently?—Independently, and the masters, in their own classes, give the class prizes for the places of the year.

3621. (*Mr. Acland.*) Have you been in the habit of sending boys in for any, and if so, what other public examinations?—Several go from us to Oxford, many more to Cambridge, great numbers go to the University of London, and go in for the examinations there while at school.

3622. (*Lord Taunton.*) You do not mean the local examinations?—I mean the matriculation examinations and the following examinations of the University of London. They constantly go in from the school, and while at the school are also members of the University of London. They likewise go in for the India Civil Service, and other such examinations.

3623. (*Dr. Storrar.*) The boys of the City of London school have distinguished themselves in a manner very satisfactory to you, have they not?—Very much so. At the last matriculation examination of the Universities of London the first and second scholarships were got by two of our boys, one who had just left the school, and the other who was still in the school.

3624. (*Mr. Acland.*) Can you give a list of the honours gained by your pupils at these examinations?

The witness handed in the following paper:

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

HONOURS and DISTINCTIONS gained by pupils of the City of London School, in the Universities and elsewhere, from the annual distribution of prizes, 1863 to 1864.

UNIVERSITY OF CAMBRIDGE.

Mr. Henry John Purkiss, Carpenter and Beaufoy Scholar, and Scholar of Trinity College; Degree of B.A., Senior Wrangler, and First Smith's Prizeman.

[And in the University of London first in Mathematical Honours in examination for M.A. Degree, and Gold Medal.]

Mr. Albert Richard Vardy, Carpenter Scholar and Goldsmiths' Exhibitioner, and Scholar of Trinity College; English Essay Prize; Carus Greek Testament Prize (bracketed); First Prize for Reading in Chapel; Degree of B.A.; Eleventh Senior Optime; First Class in Classical Tripos; Second Chancellor's Medallist.

Mr. David Lindo Alexander, Scholar of Trinity Hall; Degree of B.A.; Thirtieth Wrangler.

Mr. Charles William Shickle, Scholar of Corpus Christi College; Degree of B.A.; Eleventh Junior Optime.

Mr. Thomas Steadman Aldis, Carpenter Scholar, and Minor Scholar of Trinity College (second year); elected Foundation Scholar of Trinity College; First Class in College Examination, and Prize; also Greek Testament Prize.

Mr. Charles Moseley Nelson, Grocers Exhibitioner, and Scholar of Queen's College; First in Classics in second year's examination, and Prize.

Mr. Charles T. Questel, Scholar of Downing College; first in First Class in College Examination (second year), and Prize.

Mr. William Henry Chaplin, Travers Scholar, at St. John's College; First Class in College Examination; and an Exhibition in addition to his scholarship.

Mr. Carlton John Lambert, Scholar of Pembroke College; first in First Class, and additional Scholarship of 20*l.* a-year.

[And in the University of London First in Mathematical Honours in the Matriculation Examination; and University Exhibition, 30*l.* a-year.]

Mr. Robert Alban Meaden; the first of two open Scholarships at Emanuel College, 60*l.* a-year.

Mr. Frederick Ralph Grenside; an open Classical Scholarship at Queen's College, 40*l.* a-year.

UNIVERSITY OF OXFORD.

Mr. Edward P. Scrymgour; an open Scholarship at Oriel College, 60*l.* a-year.

UNIVERSITY OF LONDON.

Mr. John Lenton Pulling, B.A. 1857, LL.B. 1862; Degree of LL.D. with Gold Medal.

Mr. James Hilditch Gough and Mr. William Howard Gray, Masterman Scholar; Honours in Latin (second class) at first B.A. Examination, 1863.

Mr. Nicholas John Hannen; at the same Examination, Honours in English (third clase), and Honours in French.

Mr. Augustus C. Maybury, late St. Thomas's Medical Scholar; Honours in Chemistry and Natural Philosophy in Preliminary Scientific Examination for Degree of B.M.

[Also at the Royal School of Mines, passed the Examination for the second year, and was second in the First Class in Mineralogy, and second in the First Class in Geology; and in the South Kensington Examination, First Class in Geology and First Class in Vegetable Physiology and Economic Botany.]

Mr. James Brown, late Jews' Commemoration Scholar; First in Honours in Chemistry at Matriculation Examination, and University Prize.

Mr. Francis James Carey; Honours in Zoology at Matriculation Examination, and University Prize.

Mr. John James Ridge, St. Thomas's Medical Scholar; Honours in Chemistry at Matriculation Examination.

[And at the South Kensington Examination a Bronze Medal in Acoustics, Light and Heat.]

Rev. G. F. W. Mortimer, D.D.

Mr. Charles Robert Hodgson and Mr. John Whitcher severally passed the Matriculation Examination in the First Division.

10th May 1865.

DEPARTMENT of SCIENCE and ART, South Kensington.

Mr. Frank Clowes; First Class in Magnetism and Electricity; Second Class in Acoustics, Light and Heat; Second Class in Inorganic Chemistry; Third Class in Physical Geography.

Mr. James Craik; First Class in Inorganic Chemistry; Second Class in Acoustics, Light and Heat; Second Class in Magnetism and Electricity.

[Also in the Examination at the School of Mines, placed in the First Class in Chemistry, and in the Third Class in Physics.]

Mr. William H. Deering; First Class in Organic Chemistry; Second Class in Inorganic Chemistry.

[Also in the Examination at the School of Mines, placed in the First Class in Chemistry.]

Mr. Henry P. Gurney, Jews Commemoration Scholar; First Class in Theoretical Mechanics; First Class in Inorganic Chemistry; Second Class in Acoustics, Light and Heat; Second Class in Animal Physiology; Second Class in Mathematics; Second Class in Physical Geography; Honourable mention in Magnetism and Electricity; Honourable mention in Geology; Honourable mention in Marine Steam.

Mr. William Medland; Second Class in Inorganic Chemistry; Second Class in Organic Chemistry.

[Also in the Examination at the School of Mines, placed in the First Class in Chemistry.]

Mr. William Thorp; First Class in Theoretical Mechanics, and a Bronze Medal; First Class in Acoustics, Light and Heat, and a Silver Medal; First Class in Magnetism and Electricity; First Class in Inorganic Chemistry; First Class in Organic Chemistry; First Class in Animal Physiology; First Class in Physical Geography; Second Class in Vegetable Physiology; Second Class in Metallurgy: Third Class in Geometry; Third Class in applied Mechanics; Third Class in Geology; Third Class in Zoology; Third Class in Mathematics; Third Class in Marine Steam; Honourable mention in Mineralogy.

[Also placed in the First Class in Chemistry, at the Examination at the School of Mines.]

Mr. Augustus A. Wood; Second Class in Inorganic Chemistry; Third Class in Acoustics, Light and Heat; Honourable mention in Electricity and Magnetism.

[Also in the Examination at the School of Mines, placed in the Second Class in Chemistry. and in the First Class in Physics.]

Mr. Walter Henman; First Class in Inorganic Chemistry.

Messrs. Reuben Ellis, Thomas Manly, William G. Rushbrooke, and William Soane, each Second Class in Inorganic Chemistry.

Messrs. William H. Ayers, Alfred W. Bates, Edwin Bathurst, John G. Carlos, Thomas W. Chambers, Thomas C. Cloud, Thomas W. Cox, John S. Curwen, James Edmondson, Charles Letts, Robert Manly, Alfred W. Mummery, William E. Prince, William T. Roberts, Josiah Rose, William J. Sollas, and Frederick M. Willis, each Third Class in Inorganic Chemistry.

Messrs. John C. Freund, Henry S. Garrett, Alfred Lee, William R. Shaw, and Alexander J. Skelly, each Honourably mentioned in Inorganic Chemistry.

OTHER HONOURS.

Rev. Wm. Emery, B.D., Senior Fellow of Corpus Christi College, Cambridge, formerly "Times" Scholar from this School, has been appointed by the Crown Archdeacon of Ely.

Mr. Edmund Ledger, B.A., Fellow of Corpus Christi College, formerly Carpenter and Lionel Rothschild Scholar, Fourth Wrangler, 1863; appointed Mathematical Lecturer at Corpus Christi College.

Mr. John George Chancellor, B.A., late Grocers Exhibitioner, and Scholar of Clare College, First Class in Classical Tripos, 1863; elected Fellow of Clare College.

Mr. Henry Humphreys, who, after leaving the School, passed two or three years in the upper department of King's College, London; First Class at St. John's College, Cambridge.

Mr. Alfred Kimber, who went from the School to the Department of Applied Sciences, King's College; Engineering Scholarship, and a valuable appointment in India under the Irrigation Board.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3625. (*Lord Taunton.*) How many assistant masters have you for these 624 boys?—We have 12 regular masters, that is, there are 12 classes, each class having its own master. Including my assistant there are 12 masters, besides the head master. Then there are three writing masters, two French masters, two German masters, two drawing masters, the teacher of music, and the teacher of chemistry.

3626. How are those gentlemen paid?—Do you mean as to the sums?

3627. Yes, whether by salary or by fees?—All by salary.

3628. How are the salaries fixed?—They are fixed by the committee; by the Court as regards the two head masters, and by the committee as regards the others.

3629. Will you permit me to ask you what your salary is?—My salary is the only exception, it is a capitation salary partly. I receive 550*l.* a year and 1*l.* a head for every boy above 200.

3630. How is the second master paid?—The second master receives a salary of 400*l.* a year.

3631. Without any capitation?—Without any capitation.

3632. With regard to the other masters?—My assistant receives 300*l.* a year, without any capitation. There are no capitation fees at all besides my own.

3633. (*Mr. Acland.*) What are the duties of your assistant?—The composition master he is called. He assists the head master. The principal of the under school receives 350*l.* a year. He has remained a long time, from the opening of the school. He originally received only 250*l.* a year, but it has been increased to 350*l.* a year.

3634. (*Lord Taunton.*) Is there any qualification either by statute or practice with regard to these assistant masters, such as that they should be members of the Church of England, or that they should be clergymen or anything of that kind?—By practice there is; the first five are required to be and always in practice are members of Oxford or Cambridge.

3635. Do you mean graduates?—Graduates of Oxford or Cambridge. With regard to the junior masters, we rather prefer that they should not be Oxford or Cambridge men, we prefer having men who have attained the degree of the University of London, or have got a first-class certificate from one of the training schools.

3636. Is there any system of superannuation?—None; that is the great evil of the school and of all London schools, that the masters are retained long after they are fit for their position, because they have no system of superannuation on which to retire. I consider it is the greatest mischief in the London schools generally.

3637. Do you think that it leads to retaining masters too long?—Long after they are fit for their work.

3638. To what age do the masters usually remain in the service of the school?—I can only tell you that many of the masters have been there from the opening of the school, which is now between 28 and 29 years ago. I cannot tell you their ages, but they must be above 60.

3639. (*Lord Lyttelton.*) With 624 boys, the ordinary establishment of masters for the general work of the school is twelve?—Thirteen including the head master.

3640. That is one master for about 50 boys?—Yes, then these classes are divided; part of them pass off to French, so that in fact there are always three writing masters and two French masters. The French

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

masters are always at work every morning, and the writing masters both morning and afternoon.

3641. Still it is the fact that the proportion of ordinary masters to boys is about one to fifty ?—Yes.

3642. Do you think that any addition to the number of masters is desirable ?—I think we work very well as it is. Of course what you suggest would be simply impossible, because we should require more class rooms and higher payments.

3643. With reference to the working of the school, do you think it desirable for your present numbers to have a larger establishment of masters ?—No, I do not think it is necessary at all as long as boys are thoroughly classed. Of course if they were not all about the same average of attainment it would be difficult work. I do not think it much matters what the numbers are if they are all thoroughly classed. In fact boys teach each other more than the masters teach them, if they are all thoroughly classed.

3644. Are you aware of any public schools where there is a greater proportion of boys to masters ?—I should think not, because our charge for education is so very much lower than any others, and our great object is to give as cheap an education as possible.

3645. (*Dean of Chichester.*) Is the whole school under the direct superintendence of the head master ?—Entirely.

3646. And the different classes come before him at fixed times ?—The head master examines any class as he pleases, and if I find a class does badly I go on examining them week after week until they do better. I proportion my examination to the state of the class.

3647. (*Mr. Acland.*) What would be the total number of masters, not limiting it to what have been called the ordinary masters, but including the French, German, and other masters ?—Twenty-two masters exclusive of the two other subjects, which are introduced occasionally, viz., music and chemistry.

3648. Then is it the fact that during a considerable portion of the school hours those 22 masters are all present ?—Not all. Every morning there are 18 masters at work from nine till twelve o'clock.

3649. So that in fact the average of boys at any one time under teaching is below 50 ?—Yes.

3650. Is it your opinion, looking at the great labour of severe and honest teaching, that these masters are adequately paid, beginning with yourself ?—I am paid quite satisfactorily. I may mention that I am now merely *locum tenens*; my successor is not appointed, but I have retired.

3651. What is the maximum income of the head master ?—It is rather under 1,000*l.* a year.

3652. But is that an adequate remuneration for such a position ?—I have always been in this position, that I have had a very comfortable independent fortune of my own, and for the last 17 years I have kept to the school merely because I thought I was useful there, and not because I needed it.

3653. Do you not think, assuming the head master to have no private income, and that he has to insure his life perhaps, that 1,000*l.* per annum is a very inadequate sum for the responsibilities of a large metropolitan school of 600 boys ?—I think so, certainly.

3654. Coming to the lower grades, if I understand right, there is no income above 500*l.* a year ?—None above 400*l.*; the average is 250*l.*

3655. Do you think that an adequate income for the second in command of such a school ?—Certainly not. It is all that can be given.

The great bonus to the masters and the great benefit to the school would be to establish a good system of superannuation, because then we should at once make the positions of the masters much more valuable to them, and should prevent old men from remaining when they were no longer fit for it.

3656. Do you find you are able to command first-class talent from the universities ?—Certainly we are, but we should not if it were not for the attachment of our old pupils to the school, who are always anxious to come back.

3657. Are you able to hold out any prospects of promotion or preferment of any kind beyond the bare salary ?—No, none.

3658. Do you in fact find that you retain your masters ?—No; they move off to better appointments; it is a very good stepping stone.

3659. Supposing a school such as you were speaking of to be dependent on its own resources, for what capitation fee do you think it possible adequately to remunerate the masters, at the same time securing the thoroughly efficient teaching of a sufficient number of classes ?—We should require to double the capitation fee, and that would destroy the school; it would prevent the class for which it is intended from sending their sons.

3660. Do I understand you to say that a sum approaching 20*l.* a year is the real worth of such education as you give ?—Certainly; it is the sum which King's College and University College receive, and it is the general rate of payment.

3661. And in fact, on the ordinary principles of supply and demand, it cannot be given for less in London ?—No.

3662. (*Lord Lyttelton.*) Do you mean that those other schools draw their boys from a totally different class from what you do?—A very large number come to us who would not be able to afford a larger payment.

3663. Then a good many of your boys are from a lower stratum of society than at University College or King's College ?—No doubt.

3664. (*Mr. Acland.*) Can you explain how it is that this school is able to give so good an education for 9*l.* a year ?—There are 624 boys paying 9*l.* a year each, that makes a large sum, 5,616*l.*, then the Corporation are charged with repairs and keeping up the fabric of the school; and we have 900*l.* a year endowment. That meets our expenses.

3665. In fact the advantages which the school gains are buildings which cost them nothing and an endowment of 900*l.* a year ?—Yes.

3666. You think that fairly meets the difference in the rate of payment ?—Yes.

3667. But you also think that the masters are underpaid?—No doubt about it. They cannot make a provision for their old age

3668. (*Rev. A. W. Thorold.*) Is there any house of residence provided for the head master ?—No; part of his salary is in lieu of it.

3669. (*Lord Taunton.*) What is the system of the studies pursued in your school;—This is the object which the Act of Parliament gives and which we endeavour to carry out. "The object of the school is "to furnish a liberal and useful education for the sons of respectable "persons who are engaged in professional, commercial, or trading "pursuits without the necessity of removing them from the care and "control of their parents. The course of instruction includes the "English, Latin, Greek, French, and German languages, mathematics, "arithmetic, writing, bookkeeping, geography, history, drawing, the

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

"elements of chemistry and natural philosophy, and vocal music. The "Scriptures are read and taught in the school, and the business of each "day commences and terminates with prayer."

3670. (*Lord Lyttelton.*) Are those words in the Act of Parliament?—Yes.

3671. (*Lord Taunton.*) Do you adhere pretty closely to that?—We adhere exactly to it.

3672. Are all the studies uniform throughout the school, or is any part of it compulsory or optional?—The following are the compulsory studies: English, Latin, Greek, French in the upper school; mathematics or arithmetic, according to the position of the boys; writing, book-keeping, history, and the elements of chemistry and natural philosophy. The three optional studies are German, drawing, and vocal music.

3673. Do you find generally the parents of the boys at your school acquiesce in the course of study you have laid down?—They are not asked. No question arises. There are always plenty to take their places, and they pass off, if there is the slightest objection.

3674. Sometimes in the case of a retail trader, if he is desirous that his son should follow his own profession, is there no objection to his learning Greek, for instance?—I may explain that halfway up the upper school there is a class which passes off like the German *gymnasia* to a more general course of study. It is called the Latin class, not because it is particularly prominent in Latin, but because the boys who enter it do not necessarily begin Greek. It was established with the intention of meeting that class, but fully half of those who enter it pass through it, and go on into the class above; very few stop there.

3675. In point of fact it is not compulsory to learn Greek?—It is not.

3676. Although it is generally done?—It is generally done.

3677. How far do they go into Greek?—The present work of the head class is Thucydides, Demosthenes, Aristophanes, and Eschylus; in Latin, Cæsar, Virgil, Horace, Terence, and Juvenal.

3678. In short, it is a training for the best classical education?—Yes. We have had three Chancellor's medals at Cambridge during the last eight years.

3679. Are you at all of opinion that that is too ambitious a course for the children of some of the parents at least?—Not at all. Some of those who have come from low classes have taken the highest honours and are fellows of their colleges.

3680. Do you think it is the means of enabling them to raise themselves above their condition in life?—Unquestionably.

3681. As far as you know, this system meets the wishes of the citizens of London?—The number wishing to come into the school certainly shows that.

3682. Are there other schools accessible to them in London?—Yes. There are the Charterhouse, Merchant Taylors, St. Paul's, and the Mercer's School, very near us. These four schools are within from half a mile to a mile.

3683. Are there the same facilities for entering these schools as your own?—The Mercers and Merchant Taylors schools are entered by the recommendation of the company instead of the Corporation; and so with St. Paul's School.

3684. As far as what may be called the middle-class of society in the city of London and its vicinity are concerned, it appears that there are abundant means of education at a reasonable rate?—Quite so.

3685. With regard to the other studies, how far do you carry the boys in mathematics?—That is to a great extent exceptional, because

we have a very considerably higher mathematical standard, I suppose, than any other school in the kingdom. For instance, they read the Differential and Integral Calculus. I have had boys in the head class reading the planetary and lunar theory. It is indefinite. There is a certain amount of mathematics required as a standard for each class, and in the head class the subject is pursued indefinitely. Boys are promoted on the two subjects of classics and mathematics.

3686. Have boys from your school distinguished themselves greatly in mathematics ?—Yes. We have had two senior wranglers during the last five years, and several others very high wranglers. The year before last we had the senior wrangler ; two years before that we had the senior wrangler, and in the interim we have had a second, a third, a fourth, and a sixth wrangler.

3687. I suppose Latin is cultivated with the same care that Greek is ?—Yes.

3688. With regard to the mere elementary subjects, such as spelling, writing, and reading correctly, are those points well attended to ?—We make it a rule to require every boy to read fluently before he can enter the school, and all who do not pass that examination are rejected at once.

3689. Do you insist that they shall be able to spell correctly ?—Not so much ; that is not so easy.

3690. Do you find that a great number of boys that come up to you are not able to spell correctly ?—Very many. This gives an idea of our examination papers (*the witness produces the same*).

3691. Do you think that you take care that a boy before he leaves your school is able to spell correctly ?—I should think the majority would.

3692. Do you find it a difficult thing to teach ?—It is the most difficult. It depends so much on the ear. A great many men never spell correctly through life.

3693. (*Dean of Chichester.*) Do you teach etymology ?—That we are very particular about in the lower classes. I make it a point in the junior classes that the master shall so divide the words with regard to those who are not going far, and who leave the school soon, that the Latin teaching shall be as much as possible a training for their English.

3694. (*Lord Taunton.*) Is common arithmetic taught ?—Yes. Of course we should not be good mathematicians if we did not teach arithmetic. I think our arithmetic teaching is the very best in the kingdom.

3695. Book-keeping ?—That is very well taught.

3696. Do you find that some of the parents attach great importance to it ?—More to arithmetic. I do not think they care much about book-keeping ; they very soon learn that in an office.

3697. With regard to modern languages, do you insist upon your boys learning one or more modern language ?—All boys in the upper school must learn French.

3698. Have you reason to believe that they learn it well ?—Pretty well. The boys in the upper classes, the cleverer boys, are very good French scholars, but as a rule I do not think that any English schools teach French so as to supersede some sojourn on the continent.

3699. German ?—German is very well taught. We are very fortunate in having an exceedingly good master. That is an optional study.

3700. In the commercial classes which of the modern languages do you think parents attach the most importance to ?—French, I think.

3701. (*Dean of Chichester.*) North countrymen attach more impor-

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

tance to German ?—About 120 boys learn German, which is an optional study.

3702. (*Lord Taunton.*) Do you ever attempt Spanish ?—No. We are prepared to teach a language if the parents of 20 boys require it.

3703. Have they ever asked you ?—I have only had one or two do so.

3704. (*Mr. Acland.*) Do you never teach Italian ?—No ; we have never been asked to do so. We have been asked once or twice to teach Spanish.

3705. (*Lord Taunton.*) From what you have said, I conclude you admit boys of all religious denominations into your school ?—Yes.

3706. What is the character of the religious worship in your school ?—In every class the work of the school begins with a form of prayer drawn from the Liturgy of the Church of England, and reading a chapter of the Bible, which the boys in turn read.

3706*a*. Then all are required to attend ?—The Act of Parliament does not state that. It says that the school shall be opened by reading the Scriptures and prayer, but it does not state that all shall be obliged to attend. I have waived it in the case of Jewish boys. I found that there were a great number of Jews anxious to get a good education, and that schools were not generally open to them. I permitted them to come in after prayers. I always make a point when I examine the classes, of requiring Jews to be acquainted with the Old Testament, their own Bible, and they are permitted if they choose to attend my Greek Testament lectures when they get into the fifth and sixth classes.

3707. Do you find that they do ?—Some do. It is optional. If it were compulsory I dare say none would ; but it is optional, and several have done so. Some have even analyzed with me the Epistles of St. Paul.

3708. They never, I presume, attend your prayers ?—No.

3709. Have you any Roman Catholics in your school ?—We have a considerable number. We have never had any objection at all except on the part of Irish Roman Catholics. The English Roman Catholics attend our religious services without the slightest scruple, and so do all foreign Roman Catholics ; Spaniards, Portuguese, or whoever they be.

3710. In case of objection being made, what course do you take ?—In one case I allowed two boys to remain out of the school for prayers, but they attended the reading of the Scriptures. In a third case the parent objected to his son reading in the Bible in the presence of heretics, and I said in that case it was a pity he should stop in the class with them, and I refused to admit him. He would not read the Bible in the same class with us.

3711. Is there any religious teaching in the school besides what you have mentioned ?—A portion of a Gospel or the whole of a Gospel is required to be prepared for the examiners.

3712. (*Lord Lyttelton.*) For which examination ?—The Midsummer examination.

3713. Once a year ?—Yes ; and it is always part of my examination whenever I take the class. I always examine them in a certain portion of the Bible.

3714. How often is that ?—On an average about once every two months, each class in the school comes under me.

3715. (*Lord Taunton.*) Is there any teaching of an exclusively Church of England character, such as lectures on the Articles ?—None. The evidences of Christianity in the upper classes are taught, Paley's Evidences being the text-book.

3716. (*Dean of Chichester.*) Not to the Jews?—No; they are a portion of the examination of our scholarships, and also the Greek Testament.

3717. (*Lord Taunton.*) Do you find that under the system you have described there is no difficulty in inducing Dissenters and others who may differ still more widely from the Church of England, from sending their sons?—I have never had the slightest difficulty. I recognize no superiority in the school except on the ground of good conduct and talent.

3718. I think from what you said about the exhibitions the Jews seem to have manifested very great gratitude and satisfaction at the system pursued in the school?—Very great.

3719. And you have no reason to believe that this system has produced anything of an irreligious tone or a tone of indifference?—Quite the contrary.

3720. Do you undertake in any way to prepare Church of England children for confirmation?—No. It is entirely a matter for their parents. As a day school we do not undertake anything except what may be considered the work of a day school.

3721. And you have probably nothing to do with their attendance at worship on Sunday?—Nothing whatever. They are dispersed from Saturday to Monday.

3722. How is the discipline of the school kept up?—The Act of Parliament places a very considerable power in the hands of the head master. He has the power of expulsion and suspension. The head master is required, within three days after expelling or suspending a boy, to notify to the secretary that he has done so, that he may report to the committee, but it does not appear that the committee have any power to rescind the order of the head master if he expels a boy. As far as I read the Act of Parliament, he has absolute power to expel.

3723. Have you frequently had occasion to exercise that power?—Very seldom; but there comes in a sort of *quasi* expulsion, which is exercised very frequently, which I will explain. It is really the great key to the discipline of the school. There is a report sent home twice a year, at Christmas and Midsummer. The head master countersigns it, and in the case of a very unsatisfactory report, endorses across it "The special attention of the parents or guardians is called to this "report." I have made a rule that two endorsed reports require the removal of the boy, and in that way we clear off quietly a very considerable number of boys.

3724. Are those warnings chiefly for what may be called breaches of discipline proper, or for inaptitude for studies, or idleness?—For thorough idleness or for general misconduct, or for being troublesome and disorderly in the class rooms.

3725. Do you make use of corporal punishment at all?—The head master can authorize any master to inflict corporal punishment.

3726. With the cane or rod?—The cane.

3727. Is the cane only used upon the hand?—Upon the hand or the back, as may be. Nobody has a right to inflict corporal punishment except the head master, or a master acting under a written order from him.

3728. Do you approve of the use of the cane?—As little as possible, I think.

3729. Do you prefer it to the rod?—I think so.

3730. Even upon the back?—I think so. I use it but very little, for the plan of removing troublesome boys and bad boys does away with the necessity. Of course, if anything immoral occurs, I do not wait

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

for an endorsed report; I give notice at the end of the term that the boy must be taken away; but only twice or three times have we had to expel boys.

3731. Do you take cognizance of anything done beyond the precincts of the school?—No. But if it is any conduct which causes disgrace to the school, in the coming of the boys to and from school, we recognize it.

3732. You have nothing whatever to do with the boarding houses?—Nothing whatever.

3733. From your experience do you think that system in a school is best, where the boys are boarded and under the superintendence of the master all along, or do you think that it is better to have this system of day scholars, and the boys left to the superintendence of their parents during the intervals of study?—The difficulty with regard to the parents is that a great many of them are employed till late hours at night, and then there is nobody to see that the exercises are done at home for the school next day. That is the only objection, I think.

3734. My question rather referred to discipline and moral training than to mere tuition. Do you think that there is much value in that sort of moral training and habits which are produced by boys being together under the same roof, and under the due control of a master, or do you think that the home influences are more valuable than any training of the mind?—I think for boys who are meeting together in a large day school the parental influence is decidedly the best, if it is properly exercised.

3735. Still, I suppose in that way, you do lose whatever there is of value in the kind of moral training and discipline produced by the circumstance of boys being under the control of the master and kept together?—Well, a large class will always train themselves. They have their own standard of morals, and they resent things that are done wrong. I very often refer it to the class to punish a boy if there has been anything sneaking that I do not like.

3736. You do not place a very high value on what is called "the "public school spirit"?—I think we have got quite as much of it. The devotion to the school is something wonderful. Old pupils will come back to us for 200*l.* a year less than they could obtain elsewhere.

3737. You find that there is a great deal of that public school spirit produced by the system you have described?—Certainly. For instance, at this moment if a poor boy goes from us to Cambridge there are plenty of good men ready to take him as a gratuitous pupil, simply because he comes from our school.

3738. (*Lord Lyttelton.*) What are the two classes of the school that you have mentioned? How are they divided?—The under school is the English school, and the upper school is the classical school.

3739. What are the numbers of the lower school?—About 240.

3740. Out of 624?—Yes, leaving 384 for the upper school.

3741. Does the list of studies apply to both the schools alike?—The English school is preparatory. They almost all pass on. It is merely the early training.

3742. But does the list of studies apply to both the schools equally?—It so far applies to them that class by class they go on from the lowest to the highest. They commence, we will say, in the lowest class with the first four rules of arithmetic, reading, writing, and geography. Then in the next class they master the compound rules; in the next class the rule of three and practice, and then arithmetic is finished. Those in the upper class are good masters of it and good

masters generally of geography. Then they pass into the Latin school. The arithmetic is made to a great extent the basis of the school work.

3743. You call it the English school ; do you mean that Latin is not taught at all in the lower school ?—Not at all.

3744. It begins in the upper school ?—Yes.

3745. Do boys pass through those classes from the lower to the upper school entirely by attainment ; or have you any rule as to age ? —None whatever. They pass, as vacancies occur, according to their places in the school. It is entirely the result of examination.

3746. When would a boy of average powers, if he began at eight years old, get into the upper school ?—If he is fit for it on examination he would be moved at once. We do not at all compel boys to go through these classes.

3747. It is simply by attainment ?—Simply by attainment. I have a boy now who came into the school not knowing one word of Latin or able to do more than the rule of three in arithmetic, who in a year and a quarter has got into the fourth class, and is reading Euripides. I never keep a boy back. If on examining him I find he is fit, he moves.

3748. Do you teach drilling ?—No.

3749. Do you know what the feeling of the parents is as to the range of studies which the boys go through ?—I really have no communication with them about it. If they are dissatisfied with the progress their boys make they take them away, and there are plenty to fill up their places.

3750. What are the school hours ?—From 9 to 12 and from half-past 12 to 3, giving half an hour in the middle of the day.

3751. Do they have their dinner between 12 and half-past 12 ?—They can get a dinner in school. Many of them go to the offices of their parents. Some bring their luncheon, or they may go out to get it.

3752. Has that interval of half an hour been always so ?—No. We commenced with from 9 to 12 and from 2 to half-past 4, but we found the numbers in the school between 12 and 2 were unmanageable. We then sent a circular round to all the parents proposing the change, and a majority of 9 out of 10, or rather more than that, eagerly adopted it.

3753. With reference to the mental effect on the boys, do you think the half hour is enough in such a long time of study ?—I think it is a far better plan than giving the two hours. The toil of going home and returning was considerable, and those who on account of distance could not go home between school hours, leaving at half-past four, did not reach home in winter till long after dark. All in going to and fro get a certain amount of exercise. All lessons are required to be prepared at home. There is no time in school for preparing lessons. They are with a master entirely. They are never away from a master during school hours.

3754. They are at work five hours and a half with half an hour's intermission ?—Yes. But partly at dictation lessons or composition lessons. Nothing is prepared in school. They are never without a master teaching them.

3755. You do not find them flag towards the end of that time ?—No, I think not.

3756. You are not aware of its affecting their health ?—No. We have two half holidays, Wednesday and Saturday.

3757. (*Lord Taunton.*) Where is your school situated ?—Nearly opposite Bow Church. On what was the site of Honey Lane Market.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3758. (*Lord Lyttelton.*) What is the proportion of time given to mathematics as compared with the whole amount of the school work?—I will give you the head class, and it is as nearly as possible the same. The head class is engaged in classics from 9 to 11 every day, except one of the half holidays. It is engaged in mathematics from 11 to 12 and from half-past 12 to half-past 1. Then again in classics from half-past 1 to 3.

3759. One-third of the whole time is given to mathematics taken with arithmetic?—Not quite one-third; but nearly so.

3760. Have you compared that proportion with the proportion at Merchant Taylors' school?—I do not know the proportion at all. With us arithmetic is the great staple which is wanted by those who go into business. To work any problem in arithmetic is a matter which we consider necessary.

3761. The parents appreciate mathematics more than any other subject?—Much more. Again we make our arithmetic subservient entirely in our mode of teaching it to our mathematics. We do, as on the Continent, argue all up from units. For instance, if 97 men will do a thing in such a time, how long will 760? We make the boy put down what one man will do, what ten will do, and so argue it up. Every step of the sum is part of the proof, so as to train him for his mathematics afterwards.

3762. You have some physical science which is compulsory?—Compulsory on all the school.

3763. What time is given to that?—Each of the four divisions of the school remains for an hour once a week. It is rather a peculiar system of teaching.

3764. (*Mr. Acland.*) Will you explain the nature of the classification for scientific teaching?—After the school hours, the upper division of the school, consisting of the sixth and fifth classes, stops for that purpose on Monday; the next division of the school containing the three next classes stops on Tuesday; the rest of the upper school stops on Thursday, and the under school stops on Friday.

3765. What do you mean by "stopping?"—They stop an hour after school hours at the school and receive that instruction.

3766. (*Lord Lyttelton.*) Do you attribute importance, with reference to mental training to the teaching of physical science?—Very great indeed. I should say that in addition to the lectures given, every boy is furnished at the commencement of the term with a series of questions on the lectures. Every question is answered during the lectures, and when I examine his class he is bound to show me, as far as he has gone, his written answers to the questions. That book (*witness produces the same*) will give you some idea of it. That is merely one course, but it is so in every course.

3767. Do not any of the parents request you to prepare their boys for confirmation?—I have never had such a question asked me. I was once asked to prepare a boy for baptism, and I was very happy to do it. That was under peculiar circumstances. A boy in the head class, the son of a Dissenter, expressed to me his wish to join the Church of England. I wrote to his father and told him he had made this request to me, and that I could have no conversation with him on the subject until I had his sanction; and then he requested me to prepare him for baptism.

3768. Nothing goes on at the school on Sundays?—No, they are dispersed for miles round. They leave at 12 on Saturday.

3769. When the school is opened for the reading of the Bible, is it

merely reading without explanation ?—A chapter of the Bible without explanation.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3770. What do the sons of Jews do on Saturday ?—Some attend and some do not. It rests with themselves. The English Jews seldom attend ; foreign and American Jews almost always.

3771. You yourself teach a Bible lesson in each class about once in two months ?—I examine them upon what has been taught,—not teach them. When I examine the class I include that in my examination.

3772. Do the other masters carry on religious instruction regularly through the classes ?—In every class a portion of the Bible is made the subject of religious teaching.

3773. How often does that come ?—Once a week always, sometimes oftener. In general it comes on the Saturday, because we have the Jewish boys away.

3774. Do you make any difference yourself, or in the directions you give to your masters, as to the religious teaching of the boys, whether they belong to the Church of England or not ?—None whatever ; I do not know what their creed is.

3775. Are you restrained by your constitution or by your system from teaching any specific doctrine of the Church of England as different from other denominations ?—Not at all. I refer to the Articles constantly.

3776. You are under no restraint ?—I never feel myself under any restraint ; I think the boys all feel that everything is kindly intended, and there is no difficulty.

3777. Do you teach all the boys as you would teach a Church of England boy ? Do you teach a boy what you consider is essential for him to know as a Church of England boy ?—Yes.

3778. And that you apply equally to all ?—Yes.

3779. Have you the children of Unitarians ?—I dare say there are many, but I do not recognize it. I never know.

3780. Do you ever have any objection from parents to the use of corporal punishment ?—Yes. We have had several complaints about corporal punishment, and it led to the removal of the power from the other masters without my sanction, but it was a good many years ago.

3781. You do not find any increasing objection among the parents of the middle class to the use of corporal punishment ?—No. It is now always done with my sanction, and I do not think there has been any objection since. I give a written order when a boy is going on very badly.

3782. (*Mr. Acland.*) Do you give the order in each particular case ? —No. When a master reports a boy to me as incorrigible, and not to be restrained except by corporal punishment, I go into the class and speak to the boy, and give the master the order to use corporal punishment if he thinks it necessary. Particular cases I am always present at myself.

3783. In fact the order is given with reference to each boy ?—Yes.

3784. It is not that on your experience of a certain master you give him a discretion or power to use corporal punishment ?—No.

3785. But that for each case of delinquency being brought before you, he is authorized to punish in reference to that particular boy ?—Just so.

3786. Is it in reference to that boy during the whole of his time, or for each particular offence ?—If he has gone on badly I order corporal punishment to be tried in his case as the master may think it neces-

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

sary. Then of course if he continues to go on badly, I should endorse his report, and probably send him away.

3787. (*Dean of Chichester.*) You say that you remit the punishment sometimes to the class, what kind of punishment do they inflict?—A sound thrashing.

3788. (*Lord Taunton.*) You do that in what cases?—If anything very sneakish, or anything of that kind has occurred, it is much better done by the boys. I had a case the other day in which I sent for one of the head boys, a boy who stood above six feet, and desired him to investigate the case, and if he found the report to me was correct, to thrash the boy before the class, which was done.

3789. (*Dean of Chichester.*) Have you anything like the monitorial system?—We have six monitors, whose special business it is to keep order during the half hour.

3790. Do you allow them the free use of the cane?—No. They must report every complaint to me.

3791. (*Lord Lyttelton.*) They have authority over the other boys?—Yes; they put down their names and report them to me.

3792. (*Dean of Chichester.*) Are they allowed to fag them?—No.

3793. When Jew boys absent themselves from the prayers, do you give them anything to occupy their time?—No, it is only for about ten minutes.

3794. Supposing any person were to state that he objected to the Christian teaching, not being a Jew, I suppose you would allow him to be absent?—I have had but two such questions, and those were in the cases of two Roman Catholic children. In the one case I allowed it, and in the other case, finding it extended to what I considered might cause disagreements in the class and do general mischief, I refused it.

3795. Suppose a man objected to Christianity in general?—I should not admit him.

3796. Unless he was a Jew?—Unless he was a Jew.

3797. Not if he was a Mahometan?—I never had such a case. I do not suppose I should. I have always had a great regard for the Jewish boys, and I found that they were not received in any schools.

3798. (*Lord Taunton.*) Take the case of a Parsee?—I dare say we should act in the same way, but I have never had one.

3799. In short, you think the case must be left very much to the discretion of the head master?—Yes.

3800. Without laying down any absolute rule?—Yes.

3801. (*Mr. Acland.*) Do the greater number of your boys remain till 18 or 19?—No. The upper classes consist of boys averaging about from 16 to 19; that is the three head classes.

3802. Can you state what proportion of the boys leave before 16 or about 16?—I should think the large mass of those going into business leave about 16; a very large majority.

3803. In fact then you have two classes of boys in your school, if we look at their ultimate destination, those going to the universities and those going into business?—Those going to the universities, to the Army, to the Civil Service, and various examinations, and those who are going into business.

3804. Will you be kind enough to state how far the destination of the boys affects the course of instruction, if at all?—Not at all, except that they are not compelled to commence Greek. There is, as I said before, a class which branches off according to the plan of the German *Gymnasia*, and which is called the Latin class, in which boys do not learn Greek; but really it has answered very little purpose, for the

majority of those who go into it pass on afterwards to the classes above.

3805. Is it your opinion that the best way of preparing a boy for business, if you have full discretion in your own hands, the boy going to business at about 16, is only a truncated portion of an ultimately perfected education ending with the universities, or do you think that some modification of that education is desirable ?—I think that an alteration of the system for particular business is not desirable.

3806. My question goes beyond that. I do not ask you whether you think for this or that particular business a special preparation is desirable, but my question is a general one. Looking at the great variety of occupations in England which require practical experience to begin at about 16, is it your opinion that the best preparation for that kind of business is what I call a truncated portion of a perfect system of education ?—I must answer rather more at length, our system is so general ; it is not precisely the system of the public schools. It takes in natural science, it takes in chemistry. Most of the boys who leave us, after having been there two or three years, will have such a knowledge of chemistry as is perfectly applicable to the arts and manufactures. They have a thorough knowledge of arithmetic and book-keeping ; and I consider that all those things are equally necessary for those who go to the universities ; for I believe that in part our success in the mathematical examination depends on the fact that our boys can perform the experiments. They have a general knowledge of practical science, so that if the education were more limited, I think it would be a bad thing ; but as it is not limited, I think the same education does extremely well.

3807. If I understand your answer, it is that your mode of preparing men for the full education which is to go on to 21 or 22 is so broad, and includes so entirely all that can be wanted for practical life, beginning at 16, that you are not obliged to alter the materials out of which the education is composed ?—Just so ; that is exactly the answer I meant to give.

3808. In regard to the practical habits to be formed in boys, is it still your opinion that the same kind of habits which you would form in a boy by composition, by mathematics, and by physical science, up to 16, supposing that boy to be going to the university, would still give him all that was necessary in point of habits of mind for business ? —Certainly. The great object is to teach a boy to think and to be industrious. If you have done those two things, called his mind into play, and formed habits of industry, you have given him the best education.

3809. Do I understand you to say this, that if the course of preparation for the universities is as wide as in your judgment it ought to be for all persons, there is no necessity to modify it in the earlier stages for business, commencing at 16 ?—I think none whatever.

3810. You stated that in the earlier stages of your school you relied very much on arithmetic and some other English subjects, but especially arithmetic, as a preparation ; do you think it in general undesirable to begin Latin at a very early age ?—I think that Latin is as quickly mastered by a boy whose mind has been called into play as it would have been if he had not had his mind called into play, and had been three years earlier at work. The boy who has reasoned out sums in arithmetic, who has had his mind brought fully into play, and been taught to think, will very soon master a language.

3811. Will you go even so far as to say that he probably would

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

learn his Latin quicker inasmuch as his mind would be stronger?—Decidedly.

3812. Will you explain the nature of your arithmetic teaching, stating the books which you use, and the methods which you employ?—We employed Colenso's Arithmetic until the publication of Barnard Smith's book, which was then substituted.

3813. What are your methods of teaching?—The principle we adopt is arguing up from the unit and making every line in the sum a part of the proof.

3814. Do you continue arithmetical teaching to a late period concurrently with mathematics?—No, it is dropped entirely in the three head classes.

3815. It is probably for some time concurrent with mathematical teaching?—In the early mathematics, until the first four books of Euclid and the first part of algebra is mastered.

3816. Have you any remarks to make on the proper mode of teaching mathematics for the boys such as you have to deal with?—The great thing is in every proof to let them go on step by step and never miss a step.

3817. Do you attach much importance to carrying practical application side by side with the teaching of principles?—Decidedly. It is my instruction to the master of natural science, that in lecturing the head class, for instance, on optics, he shall show them the experiments, and the same with mechanics, and the other subjects; so that the practical teaching goes along with the mathematical.

3818. You stated that in physical science it was your practice to give boys written questions, and require from them written answers. How do you guard against the tendency of boys to reproduce mere bookwork without a practical knowledge of the things they are talking about?—One very important means with us is the great number who go in for the examinations at South Kensington. We have sent in 53 of our boys for the examination which has just concluded. Our practice is this: In the first place the boy has a lecture given him, and during the course of the term every single question which occurs in those books is answered in the course of the lectures. He writes down the answers after the lectures.

3819. Is it possible for a boy to answer any of those questions from books without having seen the things that he is describing?—I should think not. The younger boys especially would not know where to find them. They must take them entirely from the lectures and experiments.

3820. Do you provide the boys with objects to any great extent, either botanical, or bones, or physical objects?—They are encouraged to make collections, but we do not provide any.

3821. Do you in your religious teaching distinctly teach the doctrines of the creeds of the Church of England, and give the proofs?—The creeds certainly.

3822. Do you teach the doctrines contained in the Catechism on the Sacraments of the Church of England?—No, we never touch upon anything connected with the Catechism.

3823. (*Lord Lyttelton.*) You mean with the words of the Catechism? You do not mean that you avoid all the subjects of the Catechism?—I always presume that the creeds are part of Christianity and that everybody who is there to hear what I am saying admits the creeds. In the same way I take the Articles, and I appeal constantly to the Articles.

3824. (*Mr. Acland.*) Do you give any explanation of the services

of the Church of England?—No; it is a general religious teaching based on the Greek Testament, the Bible, and the Evidences of Christianity.

3825. (*Lord Lyttelton.*) You, as a clergyman of the Church of England, teach these boys indiscriminately what you consider to be the essential truths of Christianity which they ought to know?—Certainly.

3826. (*Lord Taunton.*) Do you take care that your religious teaching is *bonâ fide* clear from any possibility of its being supposed that it is an instrument of proselytism?—Certainly; I do not attempt to proselytize. Great numbers do come over, but that is the result of the school.

3827. Speaking as a clergyman of the Church of England, have you any reason to believe that this system produces any injurious effect on the religious character of your pupils?—I think I can best answer that question by this statement. When I was first appointed to the head mastership of the school, the same day I wrote a letter to the late Bishop of London and told him of my appointment. I had a very complimentary letter from him, but he said he did not like the system. Through Mr. Baker, the rector of Fulham, I sent him year by year the answers given to the examination papers set by the classical examiner, who takes the theological department of the head class, and he so entirely waived all his objections from seeing what was done, that he sent for me and asked me in what way he could best testify his approval of the religious teaching. I asked him to become a trustee for our scholarships, which he had previously declined to do, and he did it immediately.

3828. I believe that when Lord Brougham brought in the Bill on which the system of this school is founded, Bishop Blomfield, who was then Bishop of London, objected to that part of it which related to religious instruction?—Yes.

3829. But I think I understand that after the system had been worked under your superintendence the Bishop expressed himself satisfied with the working of that school as regarded religious instruction?—Yes.

3830. (*Lord Lyttelton.*) You consider yourself free to teach these boys in religion what you consider is proper and necessary for them?—Entirely.

3831. (*Mr. Acland.*) In the teaching of Latin would boys who are likely to leave school for business early in life adopt any course with a view to make that Latin bear on their knowledge of English specially?—Yes. The little book which we use is "Robson's Exercises," in which the analysis of words is a very primary part of the teaching.

3832. Is that Mr. Robson the secretary of the College of Preceptors?—Yes. We use his Latin Exercises. I think it is a good book generally, but my reason for using it is partly that it fits in for the instruction of those who will not pursue Latin very far.

3833. Do you think it important to bear that consideration in mind in any plans for the improvement of the grammar schools, with a view to the middle classes of England, that Latin may be taught with a view to the knowledge of English in a somewhat different manner from that in which it is taught, as a mere preparation for the universities; can you explain what the difference would be?—The difference will be this, that we pay a great deal of attention to dividing all words into their parts. For instance, if I had the verb *proficiscor* occurring in the junior class, I should make them take it to pieces, and say, *or* I am, *sc* beginning, *fici* to make, *prò* forward. In that way one gets the elements of the English language.

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

3834. That would apply to sentences as well as words?—Yes, I should take everything to pieces and completely analyse it in that way. Every word is analysed in that way.

3835. (*Rev. A. W. Thorold.*) You spoke of history in your *curriculum* of studies; what do you mean by that?—We teach English history to all boys in the under school; very elementary English history. We teach the Roman and Grecian History, using Dr. Smith's Roman and Grecian histories, and in the upper classes, and mainly as a preparation for the degree of the University of London, we use the "Student's Hume." It meets the preliminary examination of the University of London very well.

3836. (*Lord Taunton.*) It has been stated here by many witnesses that it would be desirable that masters should be subject to some system of certificates, either compulsory or optional. Are you of opinion that that would be desirable?—I think an optional system would be very useful, but it must come from a proper body, and if the body from which such certificates issued were the three Universities of Oxford Cambridge, and London, they would be valuable, but from any small bodies I think they are better done without.

3837. Do you think it would be desirable that the Government should interfere in that matter at all?—Indeed I do. I think the Government might propose a plan by which the Universities of Oxford, Cambridge, and London might take some steps towards giving certificates.

3838. But you think it desirable that the Government should either in whole or in part endeavour to conduct such a system?—I think they might leave it to the three universities.

3839. Do you think it desirable that any system either compulsory or optional should be established for the inspection of schools?—I think that all schools should be subjected to the inspection of examiners who have no connexion whatever with then.

3840. Would you go so far as to make it compulsory on every school to submit themselves to such examination, or would you leave it optional?—I should go so far as to make it in the case of any school of a tolerable size compulsory. For instance, our masters look forward to the examinations. We appoint two men, one mathematical and one classical, well known in the universities, who come and examine. They give all our scholarships and all our principal prizes, and they report each class separately. It is a great spur to the diligence of the master to know that he will have his class thoroughly examined.

3841. Do you think, looking at the habits and state of opinion in this country, that it would be possible to enforce a system of compulsory examination on every school whether wished for or not?—I think it might be done. All public schools, I suppose, have such examinations.

3842. That is optional in many cases, excepting for the visitatorial power, is it not?—They would hardly dare not to do it.

3843. (*Lord Lyttelton.*) What is your playground?—We have no playground. A playground in the city of London would be worth a couple of hundred thousand pounds; but we have an extensive cricket club, an extensive football club, and a rowing club, and the boys play in the Victoria Park, in Battersea Park, and in some ground in the north of London.

3844. Do they row on the river?—Not much. There are perhaps 170 belonging to the cricket club, so that they can make three or four very good games on a half holiday; and the football club is likewise very popular.

3845. Where do they play football?—In Victoria Park generally. The rowing club is not so popular, because I have made almost a requirement that the boys shall swim; at least I have not interfered and said "You shall not belong," but I have urged upon them to learn to swim before they go on the Thames. *Rev. G. F. W. Mortimer, D.D.* 10th May 1865.

3846. Do you conceive it would be possible for the strong *esprit de corps* you spoke of to exist without their having games together?—It has a great deal to do with it, no doubt.

The following papers were handed in:

Appendix A.

City of London School.

An account of the benefaction of John Carpenter, from which the endowment of the school is derived, and particulars of the mode in which it was dealt with from time to time until 1834, will be found in Mr. Brewer's Life of Carpenter, pp. 72 to 90.

The Act of Parliament (passed in 1834) for establishing the school, and under which provision is made for an endowment of 900*l.* per annum out of the proceeds of Carpenter's estates, contains a Schedule of the property embracing the following particulars:—

Number of Houses,—

In Lower Thames Street	2
„ Cheapside	1
„ Houndsditch	2
„ Tottenham Court Road, East side	37
„ Tottenham Mews	3
„ South Crescent	13
„ Store Street	6
„ North Crescent	14
„ Chenies Street	1
„ Alfred Place, West side	21
„ „ East side	20
	120

Number of coach houses, stables, and other buildings (in addition) about 20.

Periods of expiration of leases of the property,—

In 1863	14	leases.
„ 1870	1	„
„ 1884	2	„
„ 1888	1	„
„ 1902	30	„
„ 1903	4	„
„ 1904	6	„
„ 1905	3	„
„ 1906	2	„
„ 1908	3	„
	66	

The 14 leases which expired in 1863 comprised 33 houses, all on the east side of Tottenham Court Road, and the annual rents amounted to	£111 1 6
30 New leases, comprising 32 of those houses, have since been granted, at annual rents amounting to	£2,441 0 0
1 House, not yet re-let on lease, annual value estimated at	£65 0 0
Making the future annual income from this portion of the property alone	£2,506 0 0
Being an increase upon the old rents of	£2,394 18 6

Rev. G. F. W. Mortimer, D.D.

10th May 1865.

It is to be observed, that these particulars apply to about *one fourth* only of the entire estates. Of the remaining portions the existing leases have for the most part between 30 and 40 years to run, at the end of which time a still larger increase in the income may be expected to be realized.

May, 1865.

Appendix B.

Scholarships, filled up as Vacancies occur.

Tenable at the School.

Eight Carpenter Scholarships (in memory of John Carpenter, the founder of the school). Candidates must be between 11 and 15 years of age, and have been at least three years in the school. The advantages are, gratuitous education, and books to a value not exceeding 2*l.* per annum; 25*l.* per annum towards maintenance, &c., and 50*l.* on leaving the school, provided the scholar continues therein three years after election, and obtains a certificate of merit and good conduct during that period from the head master.

If a scholar proceeds to the Universities of Oxford, Cambridge, or London the allowance of 25*l.* per annum is continued for a further period of four years.

The David Salomons Foundation Scholarship, founded (1858) by David Salomons, Esq., Alderman, M.P., 30 guineas per annum.

Two William Tite Scholarships, founded (1858) by William Tite, Esq., F.R.S., M.P., one of 25*l.*, the other 20*l.* per annum.

The Jews Commemoration Scholarship, founded (1859) to commemorate the passing of the Act of the Legislature by which Jews are enabled to sit in Parliament; tenable for three years either at the school or at University College, London, 40*l.* per annum.

Tenable at Universities.

The Tegg Scholarship, endowed (1838) by the Corporation with 400*l.*, paid in 1836 by the late Thomas Tegg, Esq., as a fine to be excused from serving the office of sheriff, and an additional sum of 100*l.*, given in 1844 by that gentleman, in augmentation of the fund.

The Times Scholarship, established (1842) by the Committee of the Times Testimonial; for Oxford or Cambridge, 30*l.* per annum.

Four Beaufoy Scholarships, established (1844–1850) by the late Henry Beaufoy, Esq., F.R.S.; for Cambridge, 50*l.* per annum.

The David Salomons Scholarship, founded (1845) by David Salomons, Esq., Alderman, M.P.; for Oxford, Cambridge, or London, 50*l.* per annum.

The Travers Scholarship, established (1846) as a testimonial to the memory of the late John Travers, Esq.; for the University of London, 50*l.* per annum.

The Lambert Jones Scholarship, established (1852) to commemorate the public services of Richard Lambert Jones, Esq.; for Oxford, Cambridge, or London, about 21*l.* per annum.

A Medical Scholarship, or Free Presentation to the Lectures and Medical and Surgical Practice of St. Thomas's Hospital (the gift of the Governors and Officers of the Hospital, 1853), tenable for three years. Aggregate value from 90*l.* to 100*l.*

An Exhibition, given (1855) by the Worshipful Company of Goldsmiths; for Oxford or Cambridge, 50*l.* per annum.

Two Exhibitions, given (1857) by the Worshipful Company of Grocers; for Oxford or Cambridge, 50*l.* per annum each.

The Masterman Scholarship, founded (1858) by the Committee for a testimonial to the late John Masterman, Esq., M.P.; for such University as the scholar may select, 30*l.* per annum.

The Lionel Rothschild Scholarship, founded (1858) by Baron Lionel Rothschild, M.P. for the City, to commemorate his being returned to Parliament five times, and his taking his seat on 26th July 1858; for an English or foreign University, 60*l.* per annum.

The charge for each pupil is 9*l.* per annum, payable in advance; viz., 3*l.* at the commencement of each term. Printed books and drawing materials are furnished as required, and are charged for at reduced prices in each Term

Account. The only extra fee is for instruction in drawing, 14*s.* each term, also paid in advance. *Rev. G. F. W. Mortimer, D.D.*

Two of the Masters receive pupils of the school as boarders in their private residences, on terms which may be learnt on inquiry at the school.

10th May 1865.

Pupils residing at a distance can be accommodated to dine at a moderate charge, at a table provided by the Resident Porter.

When a boy is about to leave the school a written notice to that effect is expected to be previously given to the Secretary.

Further information (if required) may be obtained on application to the Secretary, at the school, any day (Sundays excepted) during the school hours.

THOMAS BREWER, Secretary.

September 1864.

CONRAD HUME PINCHES, Esq., Ph. D., F.C.P., called in and examined. *C. H. Pinches, Esq., Ph.D., F.C.P.*

3847. (*Lord Taunton.*) I believe you are the master of a considerable school in the neighbourhood of London ?—Yes ; one of the largest.

3848. Where is it ?—At Kennington, in the main road, about a mile from here.

3849. What is it called ?—Clarendon House Collegiate and Commercial School.

3850. Is it a private school ?—Yes, and my own property entirely.

3851. Strictly a private school ?—Yes.

3852. What is the history of the school ?—I have been the master of it upwards of 20 years.

3853. You founded it yourself ?—I purchased it. There was a very small school attached to it of about 20 pupils ; I purchased it, and opened a school on my own account in January 1844.

3854. What number of pupils have you ?—About 140.

3855. Are they boarders or day scholars ?—40 are boarders, and 100 are day boarders and day pupils ; that is to say, they have the instruction of day pupils but some of them dine there. They come from long distances.

3856. Is that as many as you have accommodation for in the way of boarders ?—Yes, I do not care for more than that. It fluctuates between 120 and 160.

3857. What is the cost of tuition for the boys at your school ?—For day pupils under 12 years of age eight guineas a year for tuition only ; above 12 and under 16, 10 guineas a year ; then above 16, 13 guineas a year, so that the expense is 8, 10, and 13 guineas a year.

3858. Does that comprise, everything or are there any extras ?—It includes all, except German and drawing. It comprises Greek, Latin, French, mathematics, and the usual routine of English and physics.

3859. What is the expense for a boarder ?—40 guineas, 45 guineas, and 55 guineas, varying according to age.

3860. (*Lord Lyttelton.*) The same ages as before ?—Yes.

3861. (*Lord Taunton.*) Speaking generally, from what grade of society do your pupils come ?—Sons of professional men for the most part, and the sons of government clerks and merchants ; very few indeed sons of tradesmen.

3862. (*Lord Lyttelton.*) Shopkeepers ?—Very few indeed, probably not 20 out of the whole number.

3863. (*Lord Taunton.*) Any farmers' sons ?—I have a few farmers' sons as boarders.

3864. (*Lord Lyttelton.*) Any from a considerable distance ?—Yes, some from Rye, Winchelsea, Hastings, Kent, and Warwickshire.

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

3865. Those are from local connexion ?—Yes, from recommendations of persons whose sons have been in the school before.

3866. (*Lord Taunton.*) What are the ages of the boys ?—I do not take them under eight years of age, and I do not receive them unless they can read with tolerable fluency. They remain with me till about 15 or 16 years of age.

3867. (*Lord Lyttelton.*) You have some above 16 ?—Yes ; they generally leave between 15 and 16. There may be, perhaps, half-a-dozen in the school who are 17, but not more.

3868. (*Lord Taunton.*) What number of assistant masters have you ?—Six regularly engaged in tuition besides myself.

3869. Are they resident with you ?—Five reside in my house and one attends. Those are the regular masters.

3870. Are there any special qualifications that you insist on ?—I require that each master shall be able to take completely a group of boys in all the subjects. The classes vary. The first class is always kept small, about 12 to 15 boys ; the other classes from 25 to 30, rarely exceeding 25.

3871. Have you any objection to state how those assistant masters are paid ?—No. They reside in the house and have board and lodging and so on. Their salaries vary from 30*l.* to 60*l.* I ought, perhaps, to add that they have many opportunities of private teaching, and that they sometimes make upwards of 50*l.* a year, independent of the salary they receive from me, from the connexion attached to the school.

3872. Do you find any difficulty in getting competent masters ?—There is some little difficulty, not in getting men who know sufficient to teach, but who know how to teach it.

3873. (*Lord Lyttelton.*) You have so large a supply of masters that you do not take the whole time of any one of them ?—Yes, in the day-time ; but they are not on duty in the evening, at least only two out of the five, so that each master has three evenings of the week entirely at his own disposal, besides an occasional half-holiday.

3874. You do not take up so much of their time in the day but that they are able to occupy themselves ?—They have abundance of time to occupy themselves besides.

3875. (*Dean of Chichester.*) Have you any distinction as to the boarders ; are there any parlour boarders ?—No, I take no parlour boarders.

3876. (*Mr. Acland.*) You said that each master takes a group in all subjects ; do you mean in languages, mathematics, science, and all ?—Yes. The science department I manage in the shape of lectures, which I deliver weekly.

3877. Do you mean that each master is competent to teach French ?—So far as the grammar of the language is concerned. I have a French master besides twice a week for the whole morning.

3878. What has generally been the previous education of your assistants ?—The upper masters come to me usually from the University. I have one just come to me straight from Cambridge, whose acquirements I dare say are very good, but whose power of teaching is not very great.

3879. Have you any who have been trained in any of the normal schools ?—I have had them and I do not wish to have any more.

3880. Will you give your reason for that ?—In the first place, because I find those I have had incompetent to correct an English exercise with accuracy, and their manners are objectionable.

3881. (*Lord Taunton.*) What are the studies taught at your school ?

—Greek, Latin, French, mathematics :—physics I ought to mention, because I send up largely to the Oxford local examinations in that subject.

3882. You have already stated generally what are the studies pursued in your school, will you have the goodness to tell us under what system they are taught ?—I can scarcely define it as under any particular system.

3883. I mean what are the classes ?—The school is divided into classes. For instance, for instruction in Latin the school is divided into five classes. In the upper class they read Horace and Cicero, in the next they read Cæsar and Virgil, in the third they read Cæsar, the first book only, and in the fourth and fifth they merely do grammar exercises and Dr. Smith's *Principia Latina*. We have not many who learn Greek, probably out of the whole number not more than 20. They read Xenophon's Anabasis, the Greek Testament, and do exercises out of Arnold's Greek prose composition.

3884. Do you leave it at all to the choice of the parents what studies the boys shall pursue ?—I insist on every boy learning French, and I use all possible means to induce them to learn Latin likewise, but out of the whole number there are perhaps 20 who do not learn Latin.

3885. With regard to Greek, how is that ?—I leave that to a certain extent with the boys themselves. If a boy is proficient in other subjects and has a desire to learn Greek, I at once set him to work. I occasionally have it suggested to me by the parents that a boy should learn Greek.

3886. Do you find that any considerable proportion of the boys do learn Greek ?—Out of the 140 about 20 learn it.

3887. Do boys from your school often go to the University afterwards ?—During the last 10 years I have sent up 10 to the University of London, who have all passed in the first division, some in honours, but I rarely send any to Oxford. I have had boys at Oxford and Cambridge, but not lately.

3888. Have any of your boys gone up for the local examinations at Oxford ?—I was the honorary secretary to the London Committee during the first year of the formation of those examinations. I had the management of the whole affair in London. My brother is now the secretary. I sent boys up that year, and have sent some up every year since.

3889. Have your boys been successful ?—I think very. We have passed a considerable number, of course we cannot hope to pass them very high in the honour lists, because they leave me too young. I have to send them up for the senior examination at 15 as a rule, whereas they are admissible up to 18.

3890. Do you send them up by boys or in classes ?—As far as I can in classes, only some are excluded by age.

3891. Do you attach importance to that in a school ?—Yes, I have a very great objection to picking out boys and sending them in as samples of the school ; I think it very objectionable in every way.

3892. With regard to the exact sciences, mathematics, algebra, and so forth, how far do you push education in those things ?—In the upper class they take in six books of Euclid, the elements of plain trigonometry, and Book I. of Colenso's algebra. It is all that is required for the ordinary degree at Cambridge, I think.

3893. Do you pay much attention to spelling ?—Yes, we are obliged to do that because of the local examinations.

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

3894. You find it rather difficult to teach them to spell accurately?—Yes, I do; but I think it is useless to attempt to teach them accurate spelling by giving them lessons to learn in spelling; it is best done by constant dictation, and making them write translations frequently. We never have a Latin or French translation said without having at the same time a small portion only committed to paper, partly as an exercise in composition, and partly as a means of correcting bad spelling.

3895. Do you find the parents of your boys attach great importance to arithmetic and the exact sciences?—Yes, particularly to arithmetic, and many, especially commercial men, to writing and book-keeping.

3896. You teach book-keeping?—Yes. Many also attach great importance, and very justly, to the knowledge of the French language.

3897. (*Lord Lyttelton.*) French and mathematics are preferred?—Yes.

3898. (*Lord Taunton.*) Do you teach German?—Yes.

3899. Do many boys learn it?—Not many, very few; probably not more than eight or ten.

3900. (*Lord Lyttelton.*) Is it neither more nor less optional than French?—It is entirely optional.

3901. French is not?—It is not.

3902. French is compulsory throughout?—Yes.

3903. (*Lord Taunton.*) How do you teach the principles of grammar, through Latin or French?—Chiefly through the Latin language.

3904. Do you believe that to be the best way of teaching it?—I believe so.

3905. Do you attach great importance to Latin as a part of the education of a boy of the middle rank of life?—I do, partly as a vehicle of information, and partly as a means of enabling him to understand a great many things in his own language.

3906. How far do you go in the physical sciences?—You may judge from this perhaps, that I send in boys regularly for the Oxford senior examinations in the section of physics, perhaps I send in more than most persons, and with tolerable success. In the department of physics they required proficiency we will say last year, and this year in heat, light, electricity, and magnetism. The subjects are pretty comprehensive, and they are varied from time to time. I have a very large stock of apparatus, and I was myself for some years in the laboratory of a very noted school. With the aid of that apparatus I give courses of lectures, and in addition to that, if the senior boys show aptitude for that branch of study, I have them into my class-room, and go through the matter very carefully with reference to various books.

3907. Do boys of different religious denominations come to you?—Yes. I am myself a member of the Church of England, and the majority of my boys are sons of members of the Church of England.

3908. You would not refuse to take a boy of any religious denomination?—No; I would take either Jew or Gentile. I have one Jew, strange to say, who does not object to remain in school during the time we read prayers; for we open and close school with prayers invariably.

3909. What prayers do you use?—The two Collects at the end of the Communion Service are read in the morning with the Lord's Prayer, and two more Collects at half-past four o'clock. That is independent entirely of family worship.

3910. Do you insist upon every boy attending the prayers?—Yes; even if he be a Roman Catholic.

3911. Do you find that objected to?—No.

3912. What description of religious instruction do you give?—We require all boys to learn the Church Catechism, unless their friends object, in which case they learn some portion of the New Testament as a sort of equivalent, otherwise it would make it difficult for us to value their work.

3913. You do not give religious instruction in such a form, compulsory upon all boys, as to make it necessary that a boy should be a member of the Church of England to attend your school?—No.

3914. (*Lord Lyttelton.*) Is the objection to the Church Catechism often taken?—By Dissenters only. I suppose that out of 140 boys, there are perhaps 15 whose friends object to their being taught the Church Catechism.

3915. You have no other restriction?—No.

3916. They do not inquire into the substance of your religious teaching?—No. I should add that in addition to this teaching in school, we read the lessons for the next day. They have simple questions in divinity set them, which they are supposed to do on Sunday, and bring back on Monday morning.

3917. (*Lord Taunton.*) Are you a clergyman yourself?—No.

3918. Is there any clergyman among your assistants?—No, but the rector either comes himself or sends one of his curates to prepare the pupils in the class-room.

3919. (*Lord Lyttelton.*) Have you any clergymen among your regular masters?—No.

3920. (*Lord Taunton.*) Do you insist upon the boarders attending the Church of England services?—If a boy is a Roman Catholic, I permit him to go to the Roman Catholic Church.

3921. But if he is a Dissenter?—Then he must attend the Church of England. We cannot allow some to go to chapel and others to the cathedral, and so on. I did not like making the concession of allowing boys to go by themselves to the Roman Catholic Church, but it is obvious that I could not find masters enough to go with all the boys of different religious denominations.

3922. Do you practically find no inconvenience?—No inconvenience or dissatisfaction results from it.

3923. (*Lord Lyttelton.*) Have you any children of Unitarians?—No.

3924. (*Lord Taunton.*) Have you any reason to believe that there are any number of your boys sons of dissenting parents?—No, I think not many.

3925. How do you maintain the discipline of your school?—I will never undertake not to inflict corporal punishment, but it is very rarely inflicted, and when it is inflicted it is by the cane over the back; that does not occur perhaps more than three or four times in the year.

3926. Do you prefer the cane to the rod?—I object to the accompaniments of the rod, that is taking the trowsers down and so on, although it perhaps would surprise you to know that I refused two boarders the other day because I declined to use the birch in the way suggested by the lady who wished to place them with me. I think as far as the punishment itself is concerned the birch is preferable, but I do not like the adjuncts.

3927. Do the boys assist you at all themselves in the keeping of discipline; are there any monitors?—No. I have tried the system of monitors, but I did not find it answer very well.

3928. (*Lord Lyttelton.*) Are some of the masters always with the boys?—Always.

3929. That is within reach of them?—Yes, they do not pry over what they are doing, but they are on duty, there is a *surveillance*

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

exercised over them. I ought, perhaps, to mention, with regard to punishment, in addition to the corporal punishment, we inflict a punishment in the shape of cube roots and square roots to be extracted, and cubes and squares to be done; those are for minor offences.

3930. You do not allow the assistant masters to inflict corporal punishment?—No, that is often a source of dispute, and often brings me into collision with the masters from their disinclination to restrict themselves to the rebuke of words, or the infliction of cube roots and square roots, or lines.

3931. They must report any case to you?—They are bound to report to me; I do not suffer any subordinate to lay his hands on the boys.

3932. (*Sir S. Northcote.*) You have the ordinary imposition of writing out lines?—Yes, occasionally for the upper boys, but with the younger boys we prefer their learning the lessons.

3933. (*Lord Taunton.*) You have a playground?—I have, of limited dimensions, because I am so close to London.

3934. (*Lord Lyttelton.*) What is the size of it?—I should think about 90 feet long by 60 feet wide.

3935. What can they do there?—Day pupils are not allowed to remain in play hours.

3936. (*Lord Taunton.*) Have your boys any opportunity of playing at cricket?—Yes, they go to Battersea Park by steamboat to play at cricket and football; that is in fact our playground.

3937. (*Lord Lyttelton.*) Cannot they play at Kennington Oval?—Yes, but the subscription is heavy; they have to pay sixpence every time they go in, and then the ground is frequently wanted for matches, so that it often happens they cannot play on half-holidays.

3938. What games can they play at in your own playground?—Fives is the game they principally play and prisoners' base.

3939. Have you any system of prizes or rewards?—Yes, every boy in the school who reaches dot seven or decimal seven on his marks claims a prize from that circumstance, no matter how many may be required. Supposing there are 1,000 marks in the year on all the studies, if a boy obtains 700 he would of necessity require me to give him a prize.

3940. (*Sir S. Northcote.*) Have many of your boys presented themselves for the civil service examinations?—Yes, about 8 or 10, I think.

3941. Have they usually been successful?—Yes, generally; the last two passed competitive examinations for appointments in the Ecclesiastical Commission and the inland revenue.

3942. Have you any means of judging how far the system of competitive examinations has had an effect on the education of boys of the middle classes?—I am afraid it has had to a certain extent an injurious effect, by stimulating certain studies which are known to pay well at these examinations, if I may so express it, rather than giving attention to the usual matters of study, which perhaps is better.

3943. Do you think they have had any effect in bringing about greater accuracy in spelling and arithmetic, which are the two subjects in which the greatest number of failures have taken place?—Unquestionably.

3944. (*Mr. Acland.*) Could you state what the effect of the University local examinations has been generally on your scholars?—I believe it has done a great deal of good, and raised the character of the education of the school considerably.

3945. Will you explain that more fully?—I think the schemes put forward by the University as an outline of education enabled us to

see what is deemed desirable by that body as a curriculum of study, and we follow it.

3946. Are you satisfied with the results of the scheme?—I am satisfied with the scheme; the Oxford one in particular, with which I am most acquainted, is a very good one. I may be perhaps pardoned for remarking that I think an examination of not quite so high a standard is better suited to test the condition of the education of the whole school; for instance, such an examination as that of the College of Preceptors.

3947. Is not the standard for passing rather high?—I think it is rather high, the number of marks that a boy is required to get on any paper I think must be rather high for him to pass in a particular subject.

3948. What subjects are you thinking of specially?—The compulsory subjects in particular, that is to say, the English grammar, geography, elementary arithmetic, history, and so on.

3949. Is not what you are now saying rather that the standard is applied somewhat strictly, than that is a high standard?—Yes; I do not mean that the studies required to be done by the boys are too high or very difficult, but they require them to reach a higher degree of proficiency than I think can be reached by even a considerable portion of the upper part of the school.

3950. Apart from the demands of the parents, what is your opinion of the value of book-keeping as a branch of education?—For myself I really attach very little importance to it. My idea is that boys soon acquire a knowledge of it by being introduced into a merchant's office.

3951. Do you think the principles of arithmetic are the essential matter?—Yes, but the practice is better learned in a merchant's office.

3952. What is your opinion of French as an instrument of education as compared with Latin?—It is not so valuable, I think, as a means of education; practically it is of very great value, and in that way I attach very great importance to it.

3953. What is your opinion of analysis, to which a good deal of attention has of late years been directed?—At first I scarcely knew what was meant by the analysis of a sentence. In fact, when I was at Oxford I asked the Secretary to the Delegacy, Mr. Sewell, what it meant, and he seemed scarcely able to tell me precisely what was meant. However I have since found out, and I think it a very useful study; it is, in fact, a sort of elementary logic, the logical subdivision of a sentence. I find no difficulty in teaching it with tolerable accuracy, and the boys rather like the study.

3954. (*Rev. A. W. Thorold.*) With respect to the arrangements of the bed-rooms, how many boys as a rule sleep in one bed-room?—I have one very large bed room, which contains about 600 square feet, which I built at the top of my house; it is about 12 feet high. There are, I think, 20 sleeping in that room.

3955. Is that room well ventilated?—Yes. I have Arnot's valves everywhere, and inlets over the door besides. The others sleep in different rooms.

3956. What number sleep in a room?—Six, is the usual number in a room of ordinary size.

3957. You have no rooms for single boys?—I have no rooms for single boys. Each boy has a single bedstead.

3958. (*Lord Lyttelton.*) Have you any rooms with two or three beds?—The smallest bed-room contains four bedsteads.

3959. (*Rev. A. W. Thorold.*) Which do you find from experience

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

to be the more desirable plan, having few or having a large number ?—I think many rooms with few in them preferable.

3960. What method have you, for instance, in this large bed-room for maintaining discipline ?—The matron's room is immediately underneath it, and the orders are that if she hears any moving of bedsteads, or any noise, she is to ring the bell and one of the masters will immediately come up.

3961. Do any of the masters sleep near the boys' bed-rooms ?—The large room that I spoke of is marked off at one end for three separate bed-rooms for masters, but are open to a certain extent in the upper part, so that they can hear the conversation and what noise is made.

3962. Would you have any objection to give us some information as to the meals and dietary of the boarders ?—We have breakfast at eight, coffee in Loysell's patent coffee pots, and there is bread and butter as much as they like. Then there is dinner.

3963. At what hour ?—At one. It is either roast beef, roast mutton, or boiled beef, and on Sunday veal and pork when in season, and potatoes, three or four times a week a second vegetable, and pudding every day after meat. They are not allowed to be helped more than four times, that is the only restriction. We have tea at a variable hour, depending on the season, but we will say about half-past five. They have tea made in Loysell's patent tea pots, and bread and butter again as much as they please. Just before they go to bed they have a plate of bread and butter handed round, and each boy has one piece ; so that in fact they feed four times a day.

3964. (*Lord Lyttelton.*) What do they drink ?—Bitter ale at about 16*s.* 6*d.* the 18 gallons.

3965. That is at dinner time ?—Yes.

3966. One glass each ?—Yes, about one-third of a pint.

3967. (*Rev. A. W. Thorold.*) What time do they go to bed ?—In the summer at nine, and in the winter at eight o'clock.

3968. What time do they get up ?—In the summer at six and in the winter at half-past six o'clock.

3969. What are the washing arrangements provided ?—Water is laid on to all the bed-rooms, and perhaps if there are six boys sleeping in a room there are washhandstands for about four or five ; they simply have to invert the basin and the water is carried off

3970. Has each boy his own towel ?—His own towel, his own tooth mug, and so on.

3971. With respect to Sunday, can you tell us how the day is divided and spent ?—We get up a little later on Sunday. They do not study at all before breakfast, which is at half-past eight. At half-past nine they go into school to answer the divinity questions, which have been given out on the previous day. They come up from that at half-past ten, and then prepare for church. They go to the parish church of St. Mary, Lambeth. They go home and dine at half-past one. In the afternoon they usually go for a walk with the masters for an hour or an hour and a half, if the weather be at all fine.

3972. Into Battersea Park ?—Or Kennington Park, or towards Clapham Common or Brixton, there are a great many pretty walks about there. Then we have tea at half-past five or six, they then have the remaining time till I go into them to read divine service, and a short address, perhaps, of Dr. Arnold's of Rugby or of Dr. Howson's of Liverpool to close the evening. They have usually about two hours in the evening at their own disposal, which they generally spend in writing letters home or to their friends.

3973. Have any of the older boys a private study ?—No, we have no private studies at all.

3974. (*Lord Taunton.*) Are you a member of the College of Preceptors ?—I have been a member of the council for 10 or 11 years.

3975. Are you of opinion that any system of registration of schoolmasters would be desirable ?—I think it would be attended with some advantages, but I fancy they are overrated. I think that scholastic registration would have been of more value before the institution of the examinations of the College of Preceptors, of the Society of Arts, and of the Universities than it would be now, because people have a mode of ascertaining the efficiency of a teacher.

3976. How so ?—By seeing whether he sends his pupils up to be examined or not.

3977. Do you think the public avail themselves very much of that means ?—Not as much as they should.

3978. You do not, I think, attach so much importance as some of our witnesses have done to the registration of schoolmasters ?—No, I think it desirable.

3979. Do you see any objection to it ?—None whatever, in the way in which it is proposed to be done.

3980. Do you mean that you would make it not compulsory but optional ?—I would make it compulsory after a certain date for all teachers to show that they are qualified to teach.

3981. That is to say, you would require them to produce some certificate to that effect ?—Yes.

3982. To whom would you intrust the power of examining schoolmasters in that manner. It has been suggested to us by some of the witnesses that a body composed of the three Universities would be a satisfactory body ; are you of that opinion ?—I am of opinion that, although the institution is not much known, the College of Preceptors is the best qualified to do it, because it has done it for the last 20 years, and done it tolerably satisfactorily.

3983. Do you think that would have a sufficient weight with the public to give their certificate the value which it ought to have ?—I think so. The certificate is taken abroad by the French Government and by other Governments as sufficient.

3984. The certificate of the College of Preceptors ?—Yes ; that certificate is taken by the French Government and by other Governments as a sufficient evidence of the ability of the man to teach.

3985. Do you think there would be any advantage in having the direct interference of the Government in a thing of that sort ?—I think it would be considered objectionable.

3986. With regard to the inspection of schools, do you think that it would be desirable that any system either optional, or compulsory, for the inspection of schools should be established ?—I think the inspection of schools desirable for those of the lower grade, such as National schools, where comparatively few subjects are taught, and those of a simple character, but I do not think inspection at all beneficial in schools of my own class, or of a higher class, of private schools or schools where the course of study is rather high, because it appears to me to be almost impossible for a gentleman, however well qualified he may be for the purpose, unless he expend a very large amount of time, to ascertain what really is the condition of the school.

3987. I think you have already stated that you attach great importance to the system of local examinations in the Universities as a means of indirectly raising the character of the school ?—Unquestionably.

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

3988. Do you believe that already a very great and beneficial influence has been effected through that instrumentality ?—I think there has been a marvellous increase in the accuracy of teaching within the last few years in schools of my own class. I attribute it almost entirely to the influence exerted by the examinations of the College of Preceptors, the Society of Arts, and the University examinations.

3989. You have spoken of schools of your class, have you ever directed your attention to any means that you think might be adopted to improve the system of schools of a lower class, or schools that may be said to educate the children of the lower half of the middle classes ? —You mean schools suitable for the sons of the poorer sort of tradespeople ?

3990. Quite so ; mechanics, small farmers, and others who do not send their sons to the National schools ?—I think it is people of that class who require more guidance than any others, because the stimulus cannot apply to them.

3991. (*Lord Lyttelton.*) You have considerable acquaintance with other schools besides your own ?—Yes, tolerably so.

3992. Chiefly in the neighbourhood of London ?—Yes ; my experience is chiefly derived from schools in London and its immediate vicinity.

3993. (*Lord Taunton.*) Will you favour the Committee with any suggestions that may occur to you that would be practicable for improving the schools of that class ? The University examinations would probably not apply ?—No. I think, perhaps, if there were some scheme of examination analogous to that of the College of Preceptors and of the Universities, but where the requirements were of a much milder form, that would be perhaps the best method of improving the education in those schools. I have great faith in that.

3994. Do you think the present system of grammar and other endowed schools could in any way be made available towards meeting the requirements of the case ?—I do not see how, except in the way of providing buildings, rooms, and apparatus requisite, so as to diminish the cost of the teaching to the parents of these boys. To a certain extent persons of that class are provided with a tolerable education in the British and Foreign schools, which are a little above the National schools I think, and where they pay a small sum per week ; but there seems to be a wide gap between schools of that class and schools where perhaps six or eight guineas a year are paid for instruction.

3995. What should you suppose was the average amount that a boy of that class could afford to pay for tuition ?—I should say not more than two or three guineas a year.

3996. (*Mr. Acland.*) What, in fact, is paid to the British and Foreign schools ?—I think something like sixpence a week. In the Borough Road there is a very large institution, at which Mr. Fitch was at the head.

3997. (*Lord Taunton.*) These schools are chiefly established in towns ?—Yes, I think so.

3998. They would hardly meet the wants of small farmers ?—No ; hardly so.

3999. (*Mr. Acland.*) There is hardly any school for Church of England boys analogous to the British and Foreign schools ?—No, there is not.

4000. The range of the British and Foreign schools is intellectually considerably higher than the National schools ; there is no public school of a similar kind for the Church of England children ?—No.

4001. What do you think is the real difficulty of dealing with the

lower stratum of the middle classes? Is it a question of money, do you think?—I think it is that.

4002. Do you think that if good teaching is brought in their way they would not be able to remunerate the master?—Not in such a way as to induce that master to be satisfied with his position. If he were really a good teacher he would leave the school immediately, as Government trained masters have left the Government schools to get better situations. If a man is really a good teacher he has no difficulty in getting a decent income.

4003. You spoke of the College of Preceptors certificate being received abroad as an evidence of ability to teach; is it not the fact that you have admitted into your college a number of men who can be really called very little more than successful practitioners in the art of keeping a school profitably?—In the early days of the institution (I was a member in 1846) it is very possible there were irregularities of that kind. I can assure you that the council is very stringent indeed in its admission of men to its different grades, but any man can become a member who takes an interest in education, and can show that he is respectable.

4004. Are you prepared to say that you know of no case of the head of a very successful establishment, who in fact is no teacher at all, having been admitted within a recent period?—I think there was a considerable discussion about one man in the north of England, in Yorkshire, and his name was referred back from council meeting to council meeting till at last the council considered that as he really did do the work of education, or had it done efficiently in his school, they had no right to exclude him from admission.

4005. I think the case to which you refer is one of extraordinary success?—Yes.

4006. What is your opinion as to the question whether a man who is merely a good manager can really and truly educate boys by employing educational talent?—I do not think he could do it so satisfactorily to the boys themselves as if he were an efficient teacher himself and took an active part in the teaching of the school. I do not say that it is absolutely necessary that he should confine himself entirely to the first class, but that he should teach and teach regularly all through the school.

4007. Do you apprehend that the moral tone of the school would be lowered by the ignorance of the master?—I do, because it would be thought, whether justly or not, that because the head master did not teach certain subjects he could not teach them.

4008. When you spoke of the advantage which the College of Preceptors' examination might afford, is it partly on the ground of the lower scale of fees?—The fees are lower and the standard is not so high as that of the Universities except in the case of the first-class certificate, where I believe it is higher.

4009. Do you think it would be possible to extend your system into the country, so as ultimately to reach these smaller schools?—I quite think so, and I have been trying for years past to get local centres established with a view of doing the work which the University is doing for another class of persons, viz., for those who cannot afford to pay the University fees or remain long enough to reach the University standard.

4010. Do you think that your college has gained in reputation since Dr. Temple, Dr. Kennedy, and other leading men have joined it?—Unquestionably, inasmuch as the College of Surgeons will take our certificate and will not take the University certificate, because no man

C. H. Pinches, Esq., Ph.D., F.C.P.

10th May 1865.

can obtain a first-class certificate at the College of Preceptors unless he can pass in Horace and Cicero, and can do a certain amount of Euclid and algebra, which subjects are optional at Oxford.

4011. Have you any opinion as to the best preparation for the ordinary habits of commercial life, and whether you think any special variation from the University course is necessary ?—I am entirely opposed to any special preparation of boys for commerce, because I believe there is scarcely any branch of a good education that is not to be rendered available in commercial life.

4012. You said you had some sons of farmers, would you apply that remark to preparation for farming life ?—In the case of boys who are to be farmers, I would certainly superadd the practical study of chemistry and mechanics.

4013. I think you said you had given a great deal of attention yourself to the teaching of the physical sciences ?—Yes.

4014. Would you object to give us an outline of the order in which you would teach the subjects, and the method by which you would teach them ?—I am obliged to make the cycle in which I take the subjects depend on the Oxford examinations, but I would begin with the elements of mechanics, and then go on perhaps to heat, light, electricity, and magnetism, including in light of course, optics.

4015. What is your opinion of the effect of chemistry as an instrument of education, apart from the information which it communicates ?—I do not attach much value to it as a means of education.

4016. Do you think that those subjects of physical sciences are best for education which admit in some degree of exactness of proof ?—Exactly so.

4017. How do you secure a practical acquaintance with objects as distinguished from book work ?—By placing the objects before them. The junior part of the school is taught partly by lessons on objects.

4018. Do you think that very important ?—I think it is important with little boys, because it teaches them to think, and it accustoms them to explain what they have heard in their own language, and also induces them to read upon matters connected with the subject.

4019. You are of course aware that the Oxford examinations are specially aimed with a view to discourage mere book work, and enforcing actual acquaintance with the objects themselves ?—Quite so.

4020. Does your opinion concur with that as being important ?—It does not. I do not think it is of great importance for boys to do the practical examination in chemistry at Oxford or Cambridge, or to have subjects placed before them in botany and physiology, and I may add that I am confirmed in my opinion by Dr. Hofmann.

4021. I should be glad to have your reasons for that?—Because boys have not always facilities for studying zoology or botany or for doing practical chemistry in schools ; and in order that they should do it efficiently, it would necessitate the masters having a zoological museum and zoological specimens, in addition to the ordinary apparatus of mechanics and physics.

4022. Does not that resolve itself into a question of expense ?—It does so to a great extent. If expense were out of the question, probably it would be better that they should be practically acquainted with the subjects on which they are required to give information.

Adjourned.

Tuesday, 16th May 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The REV. GEORGE GRANVILLE BRADLEY, M.A., called in and examined.

Rev. G. G. Bradley, M.A.

16th May 1865.

4022. (*Lord Taunton.*) You are, I believe, the head master of Marlborough College ?—I am.

4023. You gave evidence, I think, before the Public Schools Commission ?—I filled up several forms, and also wrote a letter, but I gave no oral evidence.

4024. I believe in what you then communicated to that Commission there is a pretty full account of the nature of Marlborough College ?—Yes, the distinctive points of difference between it and the older public schools are, I believe, pretty clearly stated there. The main point of difference which was dwelt on was the fact of a large number of boys living together in one establishment as contrasted with the system at other public schools of their living in different houses, and only meeting for educational work. There was also a full account of our modern school.

4025. I believe the class of boys who go to your school rather places it in the rank of the great public schools than in what may be called the middle-class schools ?—By our charter one half of our boys must be the sons of the clergy.

4026. What is the total number of boys at the school ?—Including those who do not live in the College the total number is a little over 500.

4027. (*Lord Lyttelton.*) Do you mean that at any time one-half of the boys there must be sons of the clergy ?—Yes ; we are bound to that by our charter. We must not have more than one-half the sons of laymen.

4028. Can you secure that being accurately done ?—Yes ; indeed, until quite lately a very much greater proportion were clergymen's sons. They have certain advantages ; they come in on lower terms. When I first went there over two-thirds were clergymen's sons.

4029. (*Lord Taunton.*) What is the cost of education to the son of a clergyman ?—Including slight extras, for washing, and medical expenses, it is 54*l.* a-year altogether for the son of a clergyman.

4030. What is it for a boy who is not the son of a clergyman ?—72*l.* We are bound by our charter to charge one-fourth more for a layman's son than for a clergyman's son.

4031. Do the boys come in on nominations ?—Yes ; no one can enter without a nomination ; and a nomination is obtained in two ways, either from a life governor, who pays 50*l.* down, and who can always, for the rest of his life, have one nominee in the school ; or from what is called a donor, who pays 20*l.* and presents a single pupil.

Rev. G. G. Bradley, M.A.

16th May 1865.

4032. I presume you get a good many pupils who come from preparatory schools, which, in popular phraseology, may be called middle-class schools?—Yes, we have them from schools of all kinds; from country grammar schools, from cheap private schools, from expensive private schools, and from home tuition; a very wide range of preparation.

4033. May I ask what opinion you have been led to form generally of the condition, in point of education, in which these boys come to you?—It is often as bad as possible. It is our great difficulty, that a very large number of boys come to us having been taught no one single thing decently; so much so that now, whenever a parent applies, we always send a circular written by myself, to try and awaken them to a sense of the importance of giving some approach to a decent preliminary education.

4034. Is any amount of preliminary instruction necessary for admission into your school?—No. I think that at law I should be in a difficult position if I refused any boy under 14 on the ground of his ignorance. Happily, by our byelaws we do not admit boys after 14, except through my waiving a rule, which I have the power to do. Therefore, after 14 I have perfect power to reject any boy, and I constantly do so.

4035. At what age do boys generally enter your school?—The tendency now is to come later than formerly. The charter allows boys to come in at nine years old, and when first the school was founded they did come in at that age, but of course that did not answer at all; and now, owing to parents having to wait generally two years before they can get their sons in, boys come a good deal later. A great number come between 13 and 14.

4036. Do you find much difference, as a rule, in the instruction of the boys who come up to you with regard to the places where they have been educated, whether it has been private tuition, private schools, or endowed schools?—I find the utmost difference between school and school. There are about half a dozen good schools from which boys come well prepared, and there we draw the line. Now and then we get a boy well prepared from somewhere else, but the number of schools that I could recommend, where a boy under 14 is really well taught, is excessively small, and of those where they can be well taught for terms as low as ours, the list can hardly be called a list.

4037. Do you find them well grounded in any branches of study?—In no one branch.

4038. Can they spell generally pretty accurately?—No.

4039. (*Lord Lyttelton.*) Have you any children of farmers?—A very few. Our poorer parents would be the country clergy. We now and then have boys in the school whose fathers are large farmers, but very much as I have known them at Rugby.

4040. Have you children of tradesmen?—Only by the purest accident. I should think, perhaps, that the interesting thing to the Commission, if I might say so, in the constitution of Marlborough College, would be the experiment that has been tried there of the possibility of giving a good education at a very much lower price than usual, by concentrating a large number of boys within a single building.

4041. (*Sir S. Northcote.*) Before going to that, you say you have not many sons of tradesmen, but have you many boys who are intended to go into commerce, or into pursuits of that class?—Yes; a very large number of our boys branch off some into merchants' offices, or Government offices; a good many we send to the army (I was surprised to find how many go into the army); some are intended for solicitors, surgeons, and so on, and some emigrate.

4042. Are any of them agriculturalists?—Very few. Quite irre-

spective of these proceedings, it so happens that I have been talking with about 50 boys within the last few days, who are preparing for confirmation, about what their future life is to be, and I have not come to one farmer.

4043. (*Rev. A. W. Thorold.*) Can anyone at the present time qualify himself to be a life governor?—Yes. They have by the charter to be elected, but by paying 50*l.* anyone may become a life governor if elected.

4044. (*Mr. Erle.*) Is there no control? May any person of any class of life pay the 50*l.*?—He has to be recommended by the Council to a meeting of life governors, and to be elected. I do not know that anyone has ever been refused, but the Council and the life governors have full power to do so.

4045. (*Dr. Storrar.*) You say that anyone may become a life governor; would that mean anyone, not even being a member of the Church of England?—Yes. He might be a life governor without being a member of the Church of England; but, on the other hand, there is an express statement that the instruction is to be according to the principles of the Church of England.

4046. (*Mr. Erle.*) You mentioned that there are only a very small number of preparatory schools, from which boys come to you in a satisfactory state of instruction. Do you know what class of schools those are? Are they private schools?—Yes. As a rule, our boys from grammar schools are few, and there are no grammar schools which furnish us with a supply of good boys that would for a moment compare with the best private schools which supply us. There is only a small number of those schools—I could count them on my fingers—from which we may be sure that whether the boy is clever or stupid he has had full justice done him. They are nearly all expensive, as compared with Marlborough.

4047. (*Lord Taunton.*) I daresay that your attention has been turned to the present condition of middle-class education, generally speaking, in the schools in England. Can you suggest any mode by which that education could be improved?—The question is so very general that I can hardly answer it. I could more easily answer a definite question as to how far our experiment could be carried ont at a smaller cost, or any question which would fall a little within my own experience.

4048. Do you refer to the experiment with regard to boys being all in the same building?—Yes; with regard to cheapening education, by having a common kitchen and a central government, and so on.

4049. Are you of opinion that that principle could be applied to schools of a lower grade than yours, having regard to expense, and to the class of society from which the pupils are generally taken?—It would be an experiment that would require to be tried with the utmost care, and I think that our experience would be of some use. When first Marlborough College was founded it was hoped that a clergyman's son might receive a first-rate education for 30*l.* a year. Great efforts were made to do that. A very large sum of money was raised in the form of payments to become life governors, as much as 60,000*l.* altogether; but in spite of that it was found absolutely impossible. The buildings absorbed more than that, and in the effort to board, lodge, and educate the boys at that cost a very serious debt was incurred. I still think that the real difficulty is the first obtaining the buildings. In starting a school of any size the amount required for buildings is very large indeed, if the boys are to be boarded and maintained, and educated within the school walls.

4050. You think if the buildings could once be obtained and that

Rev. G. G. Bradley, M.A.

16th May 1865.

difficulty thus surmounted, that by lodging a greater number of boys together, good instruction could be given them at a much cheaper cost than in any other way?—Doubtless; the expenses of maintenance are very much diminished by a single establishment.

4051. Suppose it were proposed to establish a county school for the sons of farmers and tradesmen, and that means could be found to erect suitable buildings, do you think that would go a great way towards diminishing the cost of such a school?—In a purely financial point of view the saving is very great of having a large number together with a single kitchen and a single staff of servants.

4052. With regard to the discipline and the moral condition of the boys, do you think there are advantages or disadvantages in having a great many of them together in this manner?—Both. The danger would be very great. If you had a bad staff of masters, and had a large number of boys congregated in this way, I think nothing could be worse; but on the other hand I think that our system has some advantages. I think that a good tone is more readily propagated, good influences felt more widely, more speedily, and more fully; and that the boys are necessarily also thrown very much more with the masters, for our system, as the members of the Commission will see, involves a large number of unmarried young masters, living in the building, and it necessitates a great deal of intercourse between boys and masters. If you have a really devoted and active staff of masters it has some important advantages. In point of economy there can be no comparison.

4053. I daresay you are acquainted with the system on which the commoners branch of the Winchester School is conducted, is not that pretty much the same thing?—The numbers are very different. We have 425 within the same building, and nearly 500 dining together every day.

4054. There are 130 I believe at Winchester?—I am not so familiar with Winchester as I am with Rugby, where I was a master for many years.

4055. Do you think it increases the difficulty of preserving discipline or that it diminishes it?—It makes the necessity of watchful discipline very great indeed. There is no doubt that good discipline must not be relaxed; a school of the nature of ours could not afford to have bad discipline for any time.

4056. In practice, do you find it difficult or impossible to maintain discipline?—Not in the least. We maintain it, I hope, perfectly; but any continuous relaxation of discipline would of course ensure the destruction of the school in a very short time.

4057. It has been suggested by many witnesses before this Commission that it would be advantageous to require anybody practising the profession of a schoolmaster to have some certificate of competency from some authority; and others have stated that though they did not think it should be rendered compulsory, yet they thought that a system of certificates that would be optional would produce indirectly effects of a very good kind. What is your opinion upon that point?—It is a question to which I have scarcely ever had my attention called. So far as we are concerned I should very much dislike any compulsory certificate. I very often have young men come to me from the University for a couple of years, who are going to the bar or to parochial work, and who pass in and out, so to speak, from the educational profession to others, which I think is a very good thing for our body—it makes us less professional and narrow; and I should be very sorry unless the qualification were an extremely wide one, to be limited in my choice of assistants.

4058. But suppose the necessity of having a certificate, or the offer of a certificate, were limited to those who kept schools, do you believe, taking the general state of the schools throughout the country, that any regulation of that sort would be useful?—I really can hardly say, there are so many things that make the difference between good and bad schoolmasters, which I do not see how a certificate can possibly touch. It might exclude a few notoriously bad ones, but I do not think it would secure competence at all. Efficiency of this kind is not to be tested by certificates.

4059. You do not think that much would be gained by it?—I speak with diffidence, for I have had very little experience, but I should think not.

4060. There is another point to which our attention has been called. Do you think it would be desirable to subject all schools to a system of inspection by some competent body, or at all events to offer the power of obtaining inspection to those who might desire it?—I confess I should decline the offer of inspection at once myself.

4061. (*Lord Lyttelton.*) From any public authority whatever?—Yes, I think I should. I do not think we should gain by it. We might lose, I think, much that is valuable, and our gain would be little.

4062. (*Lord Taunton.*) Probably the advantages of inspection do not apply to a school of the class of Marlborough College; but looking to the general condition of schools throughout the country, and the interest which masters may have, and which the public undoubtedly has in knowing something of the character of those who teach, do you think that any such system as would provide inspection either as a matter compulsory on the masters, or a matter at all events which they might if they chose avail themselves of, would work well?—I think there are many schools to whom it would be desirable to give some mode of testing success, and a system that would allow a school to avail itself of a University inspection I should think might be very valuable. I should be sorry to see a Government inspection carried to all schools. I should fear that there would be a tendency to try and force them all into one shape, and to insist upon a certain number of subjects being enforced upon all English children, irrespective of their destination, of their parents wishes, and of the views of those who were practically engaged in education; but I should think that there are a large number of schools that would be the better for opportunities of testing to themselves and to the public their power of giving a good education.

4063. Your answer would rather point to the desirableness of voluntary inspection, which schools might avail themselves of if they wished?—I should prefer that.

4064. (*Lord Lyttelton.*) You think it could only be given effect to by offering inspection to all schools, and letting some of them avail themselves of it?—I should prefer that.

4065. Would there not be a danger that those schools which would be most benefited by inspection would be the least willing to accept it?—Then they must stand or fall on their own merits.

4066. (*Lord Taunton.*) Do you attach great importance to the system of the University local examinations, which has of late years been introduced, as a means of raising the standard of schools?—I think Dr. Howson, who was before you a few days ago, could give very much better evidence on that subject than I can, because I have not sent any boy up for them at all.

4067. (*Dr. Temple.*) The present cost to the parents of those boys who get through your school most cheaply is what?—54*l.*

Rev. G. G. Bradley, M.A.

16th May 1865.

4068. Does that really pay, or is it rather below the cost of education?—It is a little above.

4069. Would the difference be enough to do away with your debt in course of time?—If we had no laymen we should be a very long time before we paid our debt. Our debt no doubt will be extinguished at the end of 1867. It is very rapidly diminishing, although we are spending very much more than we did; but of course it is the payments of the lay boys that help us greatly.

4070. Then it would not be possible, so far as your experience goes, to establish schools like yours at a cost of 54*l.* a-year to the parents except on the condition that the buildings were provided?—I think not, if they were to be like ours. If you once allow the University element to predominate that at once involves a staff of Univerity masters, and boys remaining till they reached 18 or 19; I think, with those two conditions, unless the buildings were provided from another fund, 54*l.* would not both start and float a great school.

4071. What is the cost to the sons of laymen in the school?—72*l.*

4072. Seventy-two pounds therefore is not only enough to pay for the school, but to start it?—Yes, if you can get your capital advanced. Our school was started with the laymen paying only 50*l.*, and sons of the clergy paying 30*l.* A very large debt was incurred in consequence of that, and also for expense of the buildings.

4073. (*Lord Lyttelton.*) The sons of clergymen pay rather more than covers the actual cost of their education?—Yes, now; but for some time the sons of clergymen were educated at the expense partly of the laymen and partly of subsequent generations; that is, a debt was incurred.

4074. (*Dr. Temple.*) Do you find it easy to get university masters on your terms?—Yes, I can always get university men.

4075. Do you find any difficulty in consequence of not being able to give them positions in which they can marry?—Yes; but it is by no means easy to secure the kind of man we need; it is a great difficulty at times. I find it frequently difficult to retain good men. Some of the masters are enabled now to marry, but when I first came to Marlborough the difficulty was extreme.

4076. Supposing a school were started in which it would not be necessary to have all the staff of masters university men, it would diminish the expense?—Very much.

4077. Can you say at all how far you think it would diminish the expense?—Yes; our maximum income we have about reached now, and that might be put at about 30,000*l.* Of that, what is actually eaten and drunk amounts to about 8,000*l.*, and the educational and administrative expenses, including all salaries of every kind, such as accountant, bursar, and so on, amounts to rather over 9,000*l.*

4078. Which would be required of course in any school?—If you started a school, which was not in connexion with the universities, and peremptorily lowered the age to which boys would remain, drawing that line we will say at 17, and took boys younger, then I think a great reduction could be effected. I do not think that with boys of our age you could make any reduction in our charge for boarding, if you were really to feed and lodge them well.

4079. You think there could be a great reduction in the educational expenses, the expense of the staff. Can you say to what amount it could be brought? Have you thought of that?—I should think if you entirely severed your connexion with the universities you might reduce it considerably. I have not thought as to the amount, but I am sure that you would have to be very careful not to

reduce it too much. It must be borne in mind that a school of the character of ours, and of the school I have been describing, must have masters of high character and devotedness to superintend it.

4080. What is the average salary that you give to your masters ?—It varies from 600*l.* to 150*l.*

4081. You give board and lodging besides?—Yes.

4082. Supposing it varied from 350*l.* to 75*l.*, how much would be struck off every year for educational expenses ?—I have not by me the list of our salaries, but I should say at a guess that you might strike off one-third, perhaps more.

4083. Why does it make the school cheaper if the boys are required to leave earlier ?—Because in the first place if you take boys in younger, and do not keep them so old, they do not consume so much.

4084. In the board ?—In the actual eating.

4085. I thought you said there would not be a great difference in the board ?—I meant that I did not think you could economise on our board with the same class of boys. I think you would reduce the cost of the board by the boys coming earlier, and leaving earlier, but we keep them at an age when they consume a great deal.

4086. As far as the staff is concerned the difference of age would not make any very great difference in the expense of the masters ?—Some difference. If you dropped your connexion with the university you would not want men of the same attainments. A very important difference this.

4087. Have you thought at all what course of study you would recommend in middle-class schools if such were established in imitation of yours ?—I should be speaking of course on a subject as to which my own experience is slight, but I have often talked and thought of it. I should think that one would drop Greek entirely, but retain Latin, because there is no language which is more valuable for teaching grammar and for dealing with obvious difficulties of translating from one language to another. The very fact of our own language being derived from it, the apparent similarity of words, the real difference, and the great variety of constructions in Latin, give a boy real, and thorough, and varied work to do in learning a Latin lesson, to some boys I think more work than a Greek lesson ; and also as a medium for teaching them grammar, and teaching them to deal with difficulties, I think it would be difficult to dispense with Latin, at all events until the teaching of English is more systematized.

4088. Do you think it would be right to make a general education the chief object in a school, or to make preparation for definite occupations the chief object ?—I should think the best thing would be to give them a general education to prepare them for life ; to give them the ability to deal with any ordinary subject ; this mainly.

4089. Have you had any experience in preparing boys definitely for particular occupations ?—Yes, for Woolwich, for instance ; and we dislike it extremely. We find that it sits like a blight on education, the having to prepare for anything like the Indian Civil Service examination, or even for Woolwich, which is far better because the number of subjects is restricted. It compels you to teach boys what will pay for an examination, quite irrespective of what is good for them, and I think no language can be too strong to express how very much it frequently defeats the best aims of education.

4090. Your experience of what you have seen in your school, therefore, would lead you to think that in schools for the middle classes also it would not be wise to aim at preparation for definite occupations ?—An occupation is a different thing from an examination, and I think

Rev. G. G. Bradley, M.A.

16th May 1865.

that it might be taken into account what would be a boy's future destiny, as also the age at which he will begin life. I should protest in the strongest manner against preparing more than is forced upon us for actual examinations, but I think that the future line in life should be taken into account.

4091. Have you thought at all how far it is possible to do so?—It seems that the great diversity of middle-class occupations in England would make it extremely difficult to prepare boys definitely for their future occupation, and therefore, I think that the greatest attention should be paid to general education, and that the other should be subsidiary.

4092. For instance, in such a school would you teach such a thing as book-keeping, which is always a practical question in all such schools?—Yes, I imagine book-keeping is taught without any very great outlay of time, and it is by no means valueless for its own sake.

4093. Have you had any experience of it?—Yes, we frequently have boys taught book-keeping. There is a small extra charge for it.

4094. Do you think it answers well to teach it?—Yes; I think it answers well in some cases. We have a very good man to teach it, but the number of those who learn it is not large.

4095. Have you thought at all on the question of the use to be made of endowments?—I am hardly in a position to answer it, as the endowments at Marlborough are practically nothing.

4096. Except your buildings?—Which we have not yet quite paid for. We have earned them, so to speak; 60,000*l.* was our endowment, for which we gave an equivalent in admitting boys. We have had one or two legacies of 500*l.* left us, and two or three gifts of 100*l.*; but that is all our endowment. Our total endowment does not come to 50*l.* a year.

4097. You have not thought generally about the use that should be made of endowments?—No, my attention has not been called to the question.

4098. (*Mr. Baines.*) How was the 60,000*l.* raised, was it by large sums or by pretty equal contributions?—In sums varying from 50*l.* to 100*l.*, 200*l.* or 300*l.* When first the college was founded the sum of 100*l.* was required to become a life governor, 50*l.* to become a donor, and a very large number of people of means, who wished to put in the way of the clergy especially a good education for their sons at a cheap rate, raised this large sum, and the rest of the necessary expenses were raised on bonds.

4099. You mentioned just now an extra charge for teaching book-keeping; that leads me to ask whether you have any other extra charges. I rather understood before that you had not any extra charges; that the 72*l.* and 54*l.* included the whole?—I have a list of them here which perhaps I may read. Ordinary private tuition 5*l.* per annum; classical teacher in the sixth form 10*l.* per annum; fortification and military drawing 4 guineas per annum; chemistry 2 guineas per annum; and book-keeping 2 guineas per annum. All these are optional.

4100. Anything for music?—Any boy who wishes to have private music lessons can have them, we have nothing to do with the regulation of the charge. The organist gives them lessons if they desire it, but the college is not responsible for that, and it does not pass through our bills.

4101. You facilitate the boys learning music?—Yes, and all those who sing in chapel have full instructions gratuitously.

4102. Drawing?—Drawing we teach without any extra charge.

4103. As to modern languages, French, and so on?—They are part of the school education.

4104. I think you have not stated what number of assistants you have?—I think it is 24 besides myself, not including the drawing and English masters.

4105. In that number do you include those who are in this paper said to be classical teachers for the sixth form, and those who give private tuition?—I include all the masters except the English masters, whom you will see mentioned below. Including the English masters and all who are engaged in instruction, there are 26 masters besides myself.

4106. Can you state how long on the average the boys continue at Marlborough College?—I have known boys stay 11 years, and I have of course known them stay a very few weeks. The average is much shortened by boys who leave in a short time from different reasons. An ordinary Marlborough life generally extends over five years; the apparent ordinary life is five years; but if an average were struck I think you would find it between three and four years. I speak with some hesitation.

4107. Could you more easily and definitely state at about what age they leave?—Below the sixth form they leave at 18. In the sixth form they stay another year.

4108. Are many of your assistant masters clergymen?—Yes, a considerable number. Eleven are clergymen.

4109. (*Rev. A. W. Thorold.*) Have you observed any serious objection to the plan of admitting boys by nomination?—It is in fact an entrance fee, a somewhat heavy one. We had a difficulty when the pressure to enter the school became very great. We had a difficulty for some time between the claims of life governors to admit boys immediately and without warning, and the outer public, so to speak, who came as donors; but the life governors behaved with very great forbearance and good sense, and we really have no practical difficulty.

4110. Can you practically refuse a boy nominated by a life governor?—Our byelaws are very carefully drawn, and if a life governor gives us notice on his present nominee leaving we cannot legally keep him out.

4111. If you knew that the boy's previous character had been undesirable in a moral point of view, could you then refuse?—If he is over 14 I have absolute power. If he is under 14 I should certainly refuse him if I knew that his character was bad, and should take the consequences.

4112. Would the life governor have a legal remedy against you?—I should think if I had so good a reason as that I knew his character was bad I could do it safely, I should certainly do so. Our byelaws give me power to demand a certificate of moral character; this implies, I presume, a power of rejection.

4113. There is no test of acquirements, I think?—Not under 14.

4114. Are you able to give us any opinion as to whether the proprietary system, as carried out at Marlborough, could be applied with advantage to what are called middle-class schools?—Ours is so very different from the proprietary system. You will understand that when our life governors die their rights die with them; they are not transferable and they have no pecuniary interest whatever, and very little power.

4115. Then in fact the system of Marlborough is not proprietary?—No, it is as different from it as possible; from the system ordinarily so called.

4116. Was any money borrowed for the purposes of the school in addition to that which was contributed by life governors?—Yes, a very large sum.

Rev. G. G. Bradley, M.A.

16th May 1865.

4117. And interest on that is being paid at the present time?—Interest on what remains of it is still paid.

4118. When the debt is extinguished do you entertain at all the idea of still further diminishing the charge for either clergymen or laymen's sons?—I am speaking of course without having had an opportunity of meeting the council of Marlborough College since I was asked to come here; but I am sure I may say that their intention is first to invest a sum answering to that which they received from their original life governors; to invest as an endowment the sum of 60,000*l.* which they originally received.

4119. Do you consider that the building was bought at a cheaper rate than it could have been built?—The greater part was built by us. One large house we hold on a 99 years' lease, the old mansion that had been the Castle Inn, and the rest we built. I should think, as a rule, it was better to build than to adapt.

4120. Have you any exhibitions either for the school or for the universities?—Yes. Out of our unnual income, with the help of the trifling endowment I mentioned, we spend about 600*l.* a year in scholarships and exhibitions.

4121. Do you attempt the teaching of natural science in the school?—To the following extent:—Our physician takes a class in chemistry, for which, as I said before, they pay extra. In the lower school, among the lower boys, I have lately introduced the elements of any subject of the kind, which their masters arrange themselves; and at the very top of the school our senior mathematical master gives instruction in one science (at present it is electricity) which is voluntary. We have not introduced it into the body of the teaching yet. We have also a Natural History Society, composed of members of the school, under the presidency of one of the masters, a very flourishing and useful society.

4122. Are you disposed to favour us with any opinion as to the practical value of such studies for the usual run of boys?—A very large number of subjects are very valuable which it is simply impossible to teach boys on account of the time required. I imagine that the great difficulty in the way of making the physical sciences a branch of regular education is the difficulty of getting the boys to work on their part in the preparation; that the tendency is for the lesson to become a mere communication of knowledge on the part of the master, a certain amount of which is valuable as stimulating the boys minds and as finding out who are likely to carry on the study; but I confess I am not inclined to attach very great value to it as compared with those branches of education which exact labour and thought on the part of every boy who takes a part in them.

4123. (*Dr. Storrar.*) Can you tell me what was the highest number that you had in Marlborough College before the terms were raised?—It was almost exactly the same as it is now. There were one or two over 500 in 1848. I think that was the year.

4124. So that the inability of the college to pay its expenses was not due to the accident of your not having enough boys to make it pay, but was really due to the excessive lowness of the fee?—To the clinging to this lowness of fees in the hopes that they might feel their way to giving a cheap education.

4125. You stated that your income is now 30,000*l.*?—Nearly; it is not quite that, but that will be about our largest possible gross income (see Appendices A. and C.)

4126. About 8,000*l.* goes for eating, and something more than 9,000*l.* for educational expenses?—Yes, it is so at present.

4127. What is the application of the remainder of the money?—I

have said nothing about wages, coal, gas, maintenance of buildings, rent of land, exhibitions, rates and taxes, or reduction of debt, or new buildings. We are still building.

4128. Supposing you had no debt to reduce, what would be about what you would call the profits of the school?—Of course I am not speaking in the name of the council of the college, but as long as we have this debt, the continuance of which might under possible circumstances endanger the stability and existence of the school, we feel impeded and embarrassed in some directions in the outlay for educational and other purposes, so that our profits will not be as large when the debt is paid off as now, when we are straining every nerve to pay off the debt. We are now paying off the debt at the rate of over 4000*l.* a-year, but it has been by great efforts.

4129. (*Lord Taunton.*) Do you contemplate reducing the fees of the pupils after the debt is paid off?—I do not think that is the first thing we should do. I think the Council would first invest a sum of money answering to the sum which was originally given towards, so to speak, the endowment of the college. I think that many of the oldest members of our council think they are more or less bound to do that, in order to replace the money which was advanced as an endowment. We should also probably increase very considerably our number of exhibitions and scholarships. Whether the terms to the mass would finally be reduced I cannot say. We certainly have not contemplated it. But I have no right to speak for the Council.

4130. (*Dr. Storrar.*) To go back to another subject. You have very emphatically represented the great want of preparation on the part of those boys who come to you for education from other endowed schools?—I have no right to say that they come from endowed schools; a certain number do; but many of our most ignorant boys come from private schools, from home, and from private tutors.

4131. Did you not say that a small number come very well prepared, and that those chiefly come from somewhat expensive private schools? Yes, a poor clergyman labours under great disadvantage in this respect.

4132. But among the schools that you have felt to be insufficient were endowed schools?—Yes.

4133. Then, with a view to put these endowed schools in a better condition than they are now in, would you object to a system of inspection by some competent upper authority, with a view to securing a more efficient application of the endowments than seems to be now obtained?—When there is public money wasted, I of course could not question the right of any amount of interference, inspection, and legislation; but I am not sure how far many of these schools would be profitted by inspection, unless I could understand something of the system on which the inspection would be carried out, and what was the end in view. A good system might be warped, and a good teacher worried, by inspection; but I cannot say that a bad school would not be mended by inspection.

4134. But assuming that the Government stands in the relation of upper trustee to endowed schools, and that it is the duty of the Government to see that the funds are not wasted, and supposing that the system of inspection were one which would afford latitude for variety of education, and simply went to secure the honest devotion of the master and his assistants to the business of education in its general sense, would you object to a system of Government inspection of endowed schools?—If I could grant all those conditions I do not say that I should object, but I look with considerable jealousy on a number of schools aiming at various and different ends being inspected by Go-

Rev. G. G. Bradley, M.A.

16th May 1865.

vernment. I think the tendency would be to try and reduce them to one shape. This is much more easy to do than to test capacity and devotedness.

4135. (*Mr. Acland.*) Your income, I understand, is 30,000*l.* ?—It has never quite reached that, but it will be that next year, we hope. (See Appendices A. and C.)

4136. The eating and drinking, and the salaries together, make 17,000*l.*, will you be so good as to explain how much of the remaining 13,000*l.* is expended on unavoidable expenses of education, and how much is to be attributed to debt which when once paid off would no longer be a charge ?—I should think that, counting the interest of the debt, which when I first went to Marlborough amounted to, I think, 1,400*l.* a-year, including that and what we pay off, you may strike out 5,000*l.* at once.

4137. So that to the 17,000*l.* we should then add 8,000*l.*, making 25,000*l.* ?—Yes.

4138. The number of boys is 500 ?—Yes.

4139. Would it be convenient to you to send us in an analysis of your expenses under the following heads:—cost of education, cost of board, cost of establishment, rates and taxes, and building ?—Yes, with the consent of the council, I should be most willing to do so.

4140. From your general knowledge, and from your own experience, can you give us any estimate of the lowest point to which it would be possible to press down the cost of education, simply for the lower branch of the middle class ?—It might be brought down very considerably, but I should have thought that the Hurstpierpoint schools would answer the question from actual experience. The danger I am sure would be of your getting inefficient masters. You would have to be on the guard very much there.

4141. You spoke of one of the elements of your experience being your having had really devoted and active masters. Do you think it possible, in forming a scheme of education for the large portion of the nation, to assume devotedness as an element of calculation ? Must we not in fact assume a fair professional turn for severe labour ?—Yes; but in first starting a school in a somewhat untried shape, I really think you require something more than can be bought in the market. When my predecessor went to Marlborough, he found this large debt together with an annual loss on the majority of the boys in the school. He would never have carried the school through the following years that he was there, if, in addition to the help and confidence of the Council, he had not been surrounded by old pupils and friends of his own, who worked there at one-third or one half of what they could have commanded in the market as teachers, and who were ready to take any duty however onerous or disagreeable.

4142. Would it not be very unsafe, in forming estimates for the general education of the middle classes of England, to presume such a reduction of the cost of really superior teachers, as might be traced to religious enthusiasm connected with earnest feelings of this or that kind ?—I think it would be very unsafe. I do not think you could dispense with those feelings, but I do not think it would be at all safe to found a school in the hopes that you would light on such a vein of men. Still the task of founding a great school is to many men an inspiring one, and there is still some enthusiasm in the world.

4143. The effect of that would rather point, would it not, to the expediency of encouraging persons of various views to start their own schools upon their own views rather than to force a general national system on all classes ?—Yes; and I do not think that the Government

ought to be in too great a hurry, supposing that it had the power, to cover England with these very large establishments, until they had been tried and tested some time longer.

4144. My question was this; does not your experience rather point to the expediency of encouraging voluntary effort in various directions, coupled perhaps with some religious narrowness, rather than to aim at national breadth, and to require that equally of everybody?—Yes; I think so. But the question has wide bearings, and I answer with hesitation; I particularly dislike what may be called education by party, and think you may succeed without it.

4145. In a former question and answer the defects of endowed schools were referred to. Do you think that those defects are always traceable to neglect, or do you think that they are often traceable to the inherent difficulty of the circumstances connected with the conduct of a school of moderate size under one or two teachers?—I think the latter. The condition of the master of a small grammar school is a very difficult one, and one of growing difficulty.

4146. Can you point out a little more fully what his difficulties are?—He is obliged to receive a certain number of boys in the town of different ages and acquirements, branching out into different lines of life; side by side with these he probably has his own boarders, whom he is often glad to take at very different ages, and whom he cannot classify well; large schools like ours carry off his best boys; he cannot get a good assistant; he is very likely interfered with at every turn by a local board; his means are small; and they seem to me as a rule the last schools that can make good preparatory schools for a school like ours. Their mission I should have thought was more to be local schools.

4147. Those circumstances would require the greatest possible delicacy and candour in the administration of any system of inspection?—Yes; very great.

4148. Seeing that there are in the country a number of small schools in country towns with very small endowments, could you suggest any way in which those endowments might be most beneficially applied with a view to either of these two objects, to reduce the cost of education to those who may have any fair claim to have it reduced, or to improve the quality of education?—I think that the terms of these endowed schools as a rule are very moderate. The difficulty seems to be in the complex nature of the school; that they try at once, on a small scale, to educate the sons of the tradesmen in the place and also to provide an income for the master by educating boys with different aims and of a different class.

4149. Do you think that the endowment is most advantageously employed in the form of salary to the master, or in the form of exhibitions to the pupils, whether tenable at the school, or held out to them as an inducement to be used at some later period of their education?—The question is quite new to me from my small experience in the administration of endowments.

4150. What is your opinion of the effect of the several competitive systems now in operation, distinguishing the effect of the different competitions, and distinguishing also the different classes of society on which those competitions bear?—We manage to prepare very well for Woolwich since the number of subjects has been reduced. Still the boy is overworked. You overwork a young soldier. He has to give up all games.

4151. (*Mr. Baines.*) Do you mean during the time of cramming?—I mean with ourselves, when preparing for Woolwich. We can prepare for Woolwich, and are generally successful with anyone we send up, but the boy has to work too hard, in mathematics for instance.

Rev. G. G. Bradley, M.A.

16th May 1865.

4152. (*Dr. Temple.*) For how long should you say?—For his last year quite. In one sense you cannot cram in mathematics; I speak with submission; but, on the other hand, you can push a boy on a great deal too far in mathematics; far beyond what he can digest, and much further than he should be pushed; but it is absolutely necessary to do so, if he is to compete with those who come from the private establishments of the crammers; and if questions are to be set in the higher mathematics; and you have to make him take up five subjects. You have to teach him French and German, and you will not teach him badly. A man who is a really good teacher will make him work his French and German very much as he would work his classics. But this thorough teaching is not tested enough at the examination; it hardly pays. Besides that, you have to cover a great extent of history, often in a way very detrimental to education; to make him know all English history in addition to those other subjects, at an age when he is not ripe for the knowledge of all English history at all. In addition to that you have to teach him some other subject. With us, in one particular case, it was geology, where a boy had a great taste for geology, and he made himself a very good geologist. Oftener it is perhaps geography, or some subject which is not taught well. He has to know all geography, and you have to push him through a mass of knowledge which he probably soon forgets; but still as the number of subjects at Woolwich is limited to five, though a boy is overworked and over-pushed, yet we can teach him, and with success; but for the India Civil Service examination, as it stood thus far, we could not prepare if we would, and we would not if we could. I am in despair about it.

4153. (*Lord Taunton.*) Why so?—Because the number of subjects is unlimited, and their scope is enormous, and you will not be elected unless you take up from four to eleven nominal subjects, really each of them *groups* of distinct and heavy subjects. For instance, the English "subject" means a knowledge of the whole of the English literature; it means also the knowledge of all English history, including constitutional history; it means also the history of the English language. Those three form one "subject." The next subject is Latin. That includes not only the Latin language and composition, but the whole of Roman history, and the history of its literature. The next subject is Greek; that is the same. No one, or next to no one, has ever got through with those subjects alone, except perhaps in a year when there were 80 vacancies. Then a really able Oxford pupil of mine got in very low; he just got in with those subjects. Add to that French, including all French history, and the whole history of French literature, and the French language; and you cannot hope to get in with these; you must add to that some other subject; as many as 10 or 11 of these groups are sometimes taken up by young men, who may do none of them well yet take high places. Now, of course, it is impossible really to teach those subjects. The idea of teaching a boy the whole of English literature, as one of a large group of subjects, is ridiculous, and we cannot do it; nor can we teach a boy three physical sciences in six months; but it is done elsewhere, and with very great success.

4154. (*Mr. Acland.*) What is the particular ground of your objection to the India Civil Service examinations?—In the first place it probably concerns us more than it does almost any other school, from the very large number of boys who come to us as the sons of clergy who have no definite openings in life. That is my excuse for taking up the question. We have, I should think, an unusually large portion of the upper boys who would be very glad to go to India. I think a third of my sixth form, a short time ago, would gladly have gone to India if they could.

On the other hand, I find it thus far impossible to prepare them with any effect on account of the large number of subjects which are absolutely necessary for success in the India Civil Service examinations. When it is said in defence of the present system that some get in with only four subjects, those who make the statement, perhaps, are scarcely aware that each of those subjects represents a large group of subjects, e.g., that the subject of English embraces the whole of English literature, the whole of English history, and the whole of the English language. No teacher who is worthy of his position at any school that professes to educate, could undertake to teach boys, by the time they left school, the whole of English literature, and the whole of English history, in addition to the number of other subjects that imperiously demand attention. Besides which the number of those who get in with four subjects is very small, and their place low ; 35th was the highest place got by four subjects last year, and there were only 40 vacancies.

4155. Do you think that any system which tends to encourage success by a low standard in a number of subjects positively injurious to middle-class education ?—I am absolutely sure of that ; the attempting to make the young mind bestride too large a number of subjects I find every day enfeebles it, and deadens it, is fatal to all originality, and all real play of mind.

4156. Do you consider that the position of the middle classes, who do not go to the universities, is one which requires a special protection in that matter, inasmuch as they are not supported by the university standard, which standard fixes the attention on a smaller number of subjects ?—I should think there would be a very great danger of the education of those middle-class schools, which at all looked forward to the India Civil Service being deteriorated to the utmost possible extent by the attempt to prepare their pupils for that examination or any one conducted on similar principles.

4157. Can you suggest any method by which such examination might concentrate the attention of the pupils on a number of subjects which would not be injurious to their education ?— I think the simplest remedy, though perhaps a rough one, would be to limit the number of subjects that a candidate might take up. There are other remedies, one at present, I believe, under consideration, which might be equally effective.

4158. (*Lord Lyttelton.*) Does what you have said about this system of cramming apply to the ordinary Civil Service examinations, and to the Army examinations ?—No, I think not. The papers I have seen for direct commissions for the Army have struck me as extremely sensible; there is a great latitude of choice allowed, and there has been no encouragement, in the papers I have seen recently, to cram. They were very bad when they began. As regards the ordinary Civil Service, I am afraid that there is a good deal of cram for them ; but I cannot speak from my own knowledge ; I can speak from my own knowledge as to the India Civil Service, from having thoroughly gone into the question, and the system of preparation which is most successful seems to me to be positively degrading.

4159. (*Dr. Storrar.*) Is it within your personal knowledge that the system which you have described as existing in the preparation for the India Civil Service is extensively pursued?—Yes.

4160. (*Sir S. Northcote.*) Do you consider that either for good or for evil these systems of competitive examinations are a very powerful engine in working the education of the middle class ?—They are becoming so.

4161. And that, therefore, in any inquiry directed to the state of

Rev. G. G. Bradley, M.A.

16th May 1865.

education, and the means to be taken for improving the education of the middle class, it would be important to pay attention to the mode and principles upon which those examinations are conducted?—I think most important, because otherwise these examinations may debauch your whole system of education.

4162. Do you think it possible to conduct an examination of this kind, either limiting the number of subjects or not limiting them, in such a manner as to draw out the real knowledge of the boys, and their real powers, and to exclude the great advantages of cramming? Do you think that by a different system of setting purer and simpler questions, but observing the manner in which those questions are answered, better tests might be applied than are now applied?—Yes, I think a great deal might be done in that way. It would be beside the point, perhaps, if I were to talk too much of remedies that have occurred to me, but I think that a great deal might be done by a different system of examination. For instance, in English literature, in enabling a boy to get high marks for a real knowledge of a few great works, or of one kind of English literature, such as a good acquaintance with English poetry, or a real acquaintance with one period of English literature. At present the knowledge which pays is of the most superficial and useless nature.

4163. You have been extremely successful at Marlborough in gaining university distinctions, and especially of late years in gaining the Balliol scholarship, which is one of the highest distinctions at the University of Oxford; can you give any general distinction between the kind of examination which is conducted at Balliol and the kind of examination to the India Civil Service to which you object?—Nothing can be more opposite.

4164. Perhaps you can tell us what the points of opposition are?—At the Balliol examination, in the first place, you have examiners in conference with one another, while, in the other case, the examiners mark question by question, and send in their sum total to a clerk, and do not confer with one another at all; in the next place, at Balliol there is no definite subject set beforehand, so there is no possibility of definite preparation. You cannot cram a boy for the Balliol; I have never attempted any special preparation. The previous results of education are tested, and great importance is attached to an English essay, where that is well done. There are general questions set which will draw out any ability, quite as much as knowledge on the part of those who do them; besides, an examination that tests their classical knowledge thoroughly. At these Indian examinations the number of subjects taken up is so great, that if anyone showed very considerable power of scholarship, we will say in Latin or Greek, or wrote a remarkable essay, the sum total of marks that he would get for that would go no way towards placing him amongst the successful candidates. In short, a young fellow might get the Balliol scholarship and have no chance of being near success for India, while a very inferior person might make quite sure of success.

4165. (*Mr. Acland.*) In your opinion is the amount of marks for the different subjects entirely disproportionate to the amount of labour necessary to master them?—No; I do not so much quarrel with the distribution of marks. The English, which is an enormous subject, is marked very high, and if it were well examined for, and if it were not possible to get up English literature as it is got up, and to get high marks for it in three months, I should not object to it. Again, mathematics are marked high, but the standard of the papers is so high that very few take up this subject, and fewer still are rewarded for it.

4166. You mean that the fault is in the examination?—Yes, the

examination is very much to blame. But the difficulty of examining fairly in so vast a subject as English is great.

4167. I understood you to say that a person who had laboured very much, and become a good scholar, could not by any possibility get the amount of marks which he would get if he distributed the same amount of effort over several subjects ?—Quite so. If many a young man who had got the Balliol scholarship were then with his present acquirements to stand for India, he would not have the remotest chance of success. Of course if he were to give the same labour to getting up all these different subjects, the same ability would make him succeed, but he would in my estimation be damaging his intellect and wasting his time. He would succeed if he diverted himself from the subjects he was following, and pored over manuals of English literature, and manuals of history, not reading a single great author or a single great historian, did some Sanscrit, some Arabic, or some moral philosophy, or some geology from a book, and a number of those subjects. In that case I have no doubt that the same ability would ensure him success.

4168. (*Mr. Baines.*) As I understand, your objection is not so much to the existence of private tutors, whom you call "crammers" as it is to the vast multiplicity of subjects in the examinations ?—The examinations tend to cultivate one thing and one thing only—memory. The one thing rewarded in those examinations is memory Of course a good private tutor would hate cramming, but unfortunately the "crammer" succeeds.

4169. We have had a witness of eminence who has expressed rather a strong opinion favourable to these private tutors, or "crammers," but the subjects with which he was connected were much more limited in their range. You perhaps would not express any opinion unfavourable to the private tutors, to that institution as it were, but simply to the degree of force which they are obliged to use to compress within a short time a vast number of subjects of instruction ?—Quite so. There has become an organised system, so to speak, of cheating the examinations. And such a system is not likely to fall into the best hands.

4170. (*Dr. Temple.*) Would it be any improvement in your judgment if the minimum number of marks were deducted from each subject taken in ?—Yes, a very great improvement. I trust it will be carried out. It is a very simple remedy, and would produce, I feel sure, very marked results.*

Appendix A.

My Lords and Gentlemen, Marlborough, August 1865.

I have been informed that, though the Commissioners consider that the information furnished by Marlborough College to the Public Schools Commission renders unnecessary an answer in detail to their printed questions, yet that there are points on which information from the Council and from myself might, in some measure, promote the object which they have in view.

I have already had the honour to appear personally before the Commissioners, and my oral evidence will be found in the Report of Evidence (Questions 4022–4170). I may add that a full account of the internal organization of Marlborough College, and of the system of instruction which prevails there, will be found in the 2nd volume of the Report of the Public Schools Commission, pp. 509–531. But there are still, I believe, certain points on which the peculiar constitution and

* See postscript to Appendix A.

Rev. G. G. Bradley, M.A.

16th May 1865.

special aims of the College may make further information, more detailed in form and more accurate in particulars than could be furnished in oral evidence, acceptable to the Commissioners.

The Commissioners are already aware that the aim of those who founded, as of those who now administer, Marlborough College, was to give the best possible education of a kind which would meet the requirements of a class of boys whose whole success in life would as a rule depend wholly on their education, at the lowest possible cost. The school in fact owes its foundation to the remarkable change in the general estimate of the value of a public school education, which, from causes into which I need not enter, had already 25 years ago taken full possession of the public mind, and to the desire to bring that education within the reach of those to whom it was still practically denied. Its founders had especially in view that large proportion of the clergy whose incomes are necessarily fixed and limited, and also those of the professional and other classes to whom a less expensive education than that of the older public schools was desirable or essential.

Economy therefore was and is an essential feature in the design of the school; it would cease to fulfil the object for which it was founded if it became other than a relatively cheap school.

Efficiency, on the other hand, was an equally essential object, and efficiency of a special kind. The parents for whose benefit the school was mainly designed were men who from their own previous training would attach, generally speaking, a high value to a classical education, and who would naturally turn in large proportions to the Universities, as offering the most obvious and most coveted opening to those of their sons who were capable of availing themselves of the advantages which they offer.

It is essential to mention these points, as the task of solving the question as to the best means of combining the highest efficiency with the strictest economy was the problem laid before the founders of the College.

If it has in any degree been solved at Marlborough, the experience gained there can hardly be otherwise than valuable to those who would wish to try similar experiments in a somewhat different sphere, and with somewhat different aims; and it is, I believe, on these grounds that the Commissioners have invited further suggestions from those whose special experience of what is technically called middle-class education is perhaps but slight.

In accordance with this invitation the Council have requested me to lay before the Commissioners two sets of papers. The first, marked B, is a statement of the financial history of the College, which has been drawn up by one of its oldest members (Mr. Christopher Hodgson), and approved by them at their last meeting in June.

The second, marked C, is a statement of the income and expenditure of the College during the years 1863 and 1864.

The Commissioners will it is believed attach some value to this clear and unvarnished account of the financial side of an experiment, in many respects the first of its kind, which has been worked out at Marlborough.

Its result as far as our own experience is concerned may be briefly stated thus:—

If in the *first* place, in the absence of any foundation, buildings have to be provided suitable for the accommodation, lodging, instruction, treatment in illness, and recreation, of a large number of boys drawn from a class, any large proportion of whose parents look to the Univer-

sities, the Army, and the Civil Service in India or at home, as their sons' natural destination ; and if *secondly*, in default it is to be remembered of any foundation, efficient masters, together with sufficient assistance and encouragement to individual exertion in the form of exhibitions, scholarships, prizes, &c., are to be provided from the yearly income ; and if, *thirdly*, some yearly surplus, as clearly should be the case, is to be set aside as a fund to provide against temporary difficulties or special calls ; it is the opinion of those who have taken part in the administration of our College that the two requisites of economy and efficiency cannot be combined at a materially lower charge than that which is made at Marlborough College, a charge which may be roughly stated as an average of something over 60*l.* (say 62*l.* or 63*l.*), I may here refer the Commissioners to the annexed balance sheet.

It will be seen that with the want of accuracy which is, I fear, inseparable from oral evidence given in the absence of documents, I have slightly understated our gross income in my answers 4125 and 4135. The omission on my part of the sum derived from nomination fees occasioned the error.

It is only necessary to add with reference to the balance sheets, as handed in, that the Commissioners will bear in mind that they can hardly yet be considered as normal budgets, if I may use the expression. The school is, on the one hand, almost annually calling for outlay in the completion of its buildings and accommodation (a source of outlay which will explain the large sums entered under items 1 and 2) and on the other hand is still burdened with a debt which will it is confidently hoped cease to tax its resources within the space of three years from the present date, but whose early discharge is obviously of primary importance.

Having thus laid before the Commission the statement of the financial history of the College, I may be perhaps allowed to add a few remarks as to the data which it supplies for future extension of what may be called the public school element, as it exists at Marlborough, into a somewhat different stratum of society. Supposing it were desired to found a large school in which boys were to be not taught as day scholars, but received as permanent inmates, and which should be in the main self-supporting, and so far similar in constitution to Marlborough, but differing from it as aiming to draw its pupils from a different class of boys, such as those whose requirements are under the consideration of the present Commission, at what annual cost could economy and efficiency be combined for such a school ?

In answering such a question one or two points must be clearly defined.

First. In order to secure cheapness large numbers are absolutely essential. A small school cannot be at once remarkably cheap and remarkably efficient, and at the same time self-supporting. The school whose establishment I am supposing would consist of from 300 to 500 boys, with a common kitchen, a common staff of servants, meals in common ; in a word, a large, well-ordered, and wisely subdivided but yet single household.

In this respect the school would be cast in the mould of Marlborough, or Rossal, or Wellington College, or of Haileybury, rather than that of Cheltenham, or of the older public schools, with the exception of Christ's Hospital.

Secondly. In order to fix the terms lower than at Marlborough, one or two conditions must be fulfilled :

Rev. G. G. Bradley, M.A.

16th May 1865.

(*a.*) It must be clearly understood that preparation for the Universities must not fall within the aim of such a school.

I believe that, if this is not absolutely excluded from the design of the school, it may very well happen that an able teacher may attract a totally different class of boys from those whom the school is intended to benefit, and that the original object of the school may be lost sight of, a class introduced whose parents will gladly pay a higher annual sum for a higher education, and the school cease to be a middle-class school; cease, that is, to attract or educate the class whose interest it is the wish of the present Commission to consult.

(*b.*) In accordance with this provision the age at which boys must leave should be fixed with reference to other than University life. No boy should be allowed to remain in the school after 17 years of age, and the age of admission should be low, say 8 or 9.

These two points granted, I believe that a very considerable reduction might be made in the annual expenses of the school as compared with Marlborough. In the first place there would be a considerable difference in mere consumption from the absence of a very large number of boys, or rather young men, of the age between 17 and 19; and, secondly, it would be no longer necessary to attract a large proportion of men of the highest academical distinctions to fill the posts of assistant masters. Doubtless to under-pay the educational staff would be the very worst possible of economies. The head-master of such a school would have in some ways a position of unusual difficulty. He would have, in addition to the heavy cares and responsibilities inseparable from such a post, I may almost say *to discover and inaugurate his own system of education*, and a man of unusual ability and good sense would be essential to success; but it is obvious that a different standard of attainments, and at all events a less expensive education would be called for on the part of the mass of his assistants than are needed in schools where the main current of education tends towards preparation for the Universities. Nor would there be the outlay on University exhibitions, &c., though it is more than possible that analogous branches of expenditure would arise. I would, therefore, lay the main stress on the two points which I have mentioned., viz., the saving in point of consumption arising from the absence of boys of the age at which consumption is largest, and the saving in payment of the assistant masters. In point of buildings there would be little difference in the requirements. The experience of different schools which have been established during the last 25 years might conduce greatly to economy; but the scale of buildings required would be much the same at a middle-class school as at Marlborough or Haileybury. Ample dormitories, an abundance of school aud class rooms, dining hall, a sick house, a house also for infectious complaints, a chapel, would be equally essential in a middle-class school and elsewhere. Nor do I think that the governors of such a school would be blind to the value either of libraries and reading rooms on the one hand, or of facilities for outdoor amusement on the other. Both of these are, as far as my own experience goes, not mere luxuries, but as essential to the good administration and success, in the true sense, of a large school, as those which would be called necessary buildings.

I do not therefore imagine that any great reduction could be made in the cost of establishing and maintaining such a school otherwise than in the points already indicated, viz., a smaller original outlay on

the buildings, from the greater experience which has been gained since the establishment of Marlborough, and a certain considerable reduction in the yearly expenses of board and instruction, and of what may be called academical expenses, such as exhibitions, scholarships, &c. It is presumable, however, that either from large subscriptions, or from existing foundations, or from other sources, funds might be found to defray the original cost of the buildings; perhaps even to provide a permanent foundation, and in this way, debt, whether mortgage on the buildings, or in other forms, would be avoided, and the whole income of the school be really available towards its maintenance.

I venture an opinion with some diffidence, but if this were the case, and with the full understanding that 17 were the utmost limit of age of any pupil, and with the great probability that the average age of the school would be very much lower than at Marlborough, I should hope that from 30*l.* to 40*l.* would be found a sufficient charge to make, but I should require further experience than I have yet had to name the former sum with full confidence.

With regard to the kind of education to be offered at such a school I have already implied that I dare not speak dogmatically.

The experiment of what is called a modern, as opposed to a classical, education, has never, so far as I can judge, been fairly and fully worked out in England, at least in any school like that of which I am speaking.

The modern school has been either the refuge of boys who were incapacitated from either dulness or want of early training from receiving a classical education, or it has been merely a training school for certain definite examinations.

How far, in what directions, and by what means, the mental training of a boy who is to go into commercial life, or similar pursuits, should be carried on, is a question which has not, it seems to me, met with the attention which for its own sake it deserves.

I would only venture on one or two observations. Such an education, looking only at its intellectual side, must embrace three purposes:—

1st. It must aim at giving the boy general ability; a power, so far as possible, of dealing thoroughly with any work which may come before him as a man.

2nd. It must be modified in some degree by the probable colour and phase of his future life. It must be borne in mind that he will leave school early, and be early engaged in active life. It must, therefore, aim in some degree to fit him for this life.

3rd. It must aim at trying not only to prepare him for, but to *arm him against*, his future life. It must aim at implanting tastes which will run counter to the general tendency, often the somewhat unhealthy and degrading tendency, of a busy life, pursued from boyhood to old age.

That is to say, the aim of middle-class education should be at once *general, i.e.*, like the education of other classes, and *special;* and *special* in two senses, first, as putting forward certain subjects more prominently than they are brought forward in ordinary education; secondly, as trying to form tastes which will in some degree counteract the hardening and deadening influences of engrossing occupations, which are not in themselves of an elevating or refining nature.

I must not venture to enter further on this important subject. As a practical application of what I have said, I should, for reasons given in my oral evidence, include Latin in the regular course of study; I do not think we can dispense with it at present.

I do not feel sure that, 20 years hence, English teaching may not be

Rev. G. G. Bradley, M.A.

16th May 1865.

sufficiently systematized to do so to a much greater extent; but at present, both my own experience and the opinion of those to whose judgment in such a matter I should absolutely defer, is strongly in favour of the value of Latin as a mental discipline.

As regards modern languages, the limited time during which many boys would remain at school must be borne in mind, as well as their future destination.

I should be in favour of teaching the elements of French throughout the middle part of the school, with special classes in the highest division for French or German, and other subjects mentioned below, which classes should be attended by certain boys according to their destination or tastes.

Arithmetic would of course be thoroughly taught throughout the school, with the elements of Geometry to the upper boys, and special classes answering to those in modern languages, for surveying and book-keeping, with occasional lectures, and more definite instruction to certain classes in the elements of physical science, a subject whose importance and proper place in education has not yet been properly tested; nor should I even shrink from hazarding the suggestion that some of the highest boys might with great advantage receive elementary lessons on political economy.

But above all I would give unusual weight to the teaching of the English language, literature, and history, to the attempt to humanize and refine a boy's mind by trying early to familiarize him with English poetry, and to inspire him with a taste for the best authors whom I could place before him. A school which should succeed to any large extent in doing this might afford to omit from its curriculum many branches of knowledge which are in themselves desirable.

All that I have said I say with diffidence. It should be borne in mind that the boys who would fill the large school of which I speak would in many cases come with little previous culture, and would in many cases enjoy few intellectual advantages at home; and the best theories in educational matters require terribly large deductions to be made from their expected results; but my own experience, and the still more valuable experience of my colleagues, Mr. Bright, Mr. Mullins, the senior masters in our modern department, warrant me in making the suggestions which I have made above.

1st. The retention of Latin side by side with arithmetic, and the elements of mathematics as indispensable for mental discipline.

2nd. That instruction in modern languages, in book-keeping, the elements of surveying, chemistry, geology, and one or two other subjects, should be given in distinct classes, *no attempt being in any case made to teach all or many subjects to the same boys.* No greater mistake can be made than the attempt to force a large number of subjects of study on a boy's mind.

3rd. The very important element of English history, English poetry, and English language. On this I would lay unusual stress for the reasons given above, and would make it the most important work of the highest form; taking the place of the classical work of the highest form at the older public schools and taught to the highest boys, if possible, by the head-master.

The question of the moral and social aspect of such a school may call for one or two remarks.

The grouping together several hundred boys, within the same walls, and remote from all the influences of home life, is an experiment that requires the utmost watchfulness and care. With an inefficient system, or with inefficient masters, such a school would be no boon to any class.

Rev. G. G. Bradley, M.A.

16th May 1865.

The future clerk, or man of business, or farmer, had far better be left to pick up his education as he does at present, than spend his boyhood in the miserable, or else degrading atmosphere of an unruly or uncared-for mob of boys. In a school so organized, a bad tone circulates throughout, and is not confined as in a school differently organized to the two or three bad "houses." The ship, so to speak, has no bulk-heads or compartments; evil influences, and the same is also true of good, more readily penetrate the whole framework, and their power is more difficult to resist, than in a smaller school or one differently constituted.

The discipline and the moral tone of a large school of this kind is likely to be very bad if it is once allowed to sink low, so bad as absolutely to defeat the very purposes for which it is founded. On the other hand, I have reason to believe that is simply a question of a good or bad tone among the teachers—of good or bad government. I need, therefore, only repeat the extreme importance of a most careful selection of the head-master; secondly, of providing him with an amply sufficient staff of assistant-masters; thirdly, I trust it is not unbecoming in me to add, of leaving him as unshackled as it is possible to be in the management of a society which no one can control or influence if he and his assistants fail to do so.

With regard to the questions which appear among the printed questions issued by the Commissioners on the relation of the governing body to the head-master, I hope I may be allowed to quote the example of my own school, where for many years the co-operation of the Council and head-master has been uniformly harmonious and cordial.

As regards subject of study, their general range is laid down in somewhat general terms in the opening clause of the charter; but their relative import, the amount of time to be bestowed on each, and the introduction of new subjects, are left entirely to the head-master.

The head-master is also entrusted with the whole discipline and management of the school, with the selection of assistant-masters, and of other officials. A glance at the charter and bye-laws, which I have the honour to enclose, will show that those who, so recently as in the present generation, founded Marlborough College, deliberately placed the largest powers in the hands of the master to whom they confide the management of the school, and I may add that the practice of the Council has been in entire accordance with the rule which they have laid down for themselves.

I believe that I have written quite as much as is desirable on a subject on which I should not have ventured to speak but for an intimation that it was the wish of the Commissioners that I should do so.

I have taken it for granted that the case supposed is that of a large middle-class boarding school on the model of Marlborough, and have therefore left out of sight all notice of either large day schools, such as the City of London School or Liverpool College, or schools combining a large number of detached boarding houses, as at Rugby; of three distinct systems of education, my present experience is drawn from one, and it is this system that I have had in view, as it is probably the one on which the Commissioners wished me to speak.

A discussion of the comparative merits and defects of the three systems would be, however interesting, beyond the purpose of the present letter, which is already, I fear, sufficiently diffuse.

I have the honour to remain,
My Lords and gentlemen,
Your most obedient servant,
G. G. Bradley.

Rev. G. G. Bradley, M.A.

16th May 1865.

P.S.—I may be allowed to add as a note to my oral evidence (questions 4152-4170) that my answers to those questions referred of course to the India Civil Service examination, as then conducted. Since that time the Commissioners have introduced changes which have made much which was then true, no longer applicable.

Appendix B.

Statement furnished by the Council of Marlborough College.

June 1865.

The experience of Marlborough College may shortly be described as follows:—

The originator of it was impressed with the belief that a large school, for the liberal education of sons of clergymen *only*, might be established at a very small yearly cost to their parents, and he instilled into the minds of others that idea. It was, however, immediately pointed out and admitted that the admixture of sons of laymen was essential, both on financial and educational grounds. At the commencement, in 1843, the yearly payment for sons of clergymen was fixed at 31*l.* 10*s.*, and for sons of laymen (the limited number being one-third of the whole number of boys) at 52*l.* 10*s.*, and no extras were to be charged, except for books. The admission of pupils was to be by nomination; life-governors were to pay 100*l.* for the right, during their lives, to have always one boy in the College; donors of 50*l.* were to nominate once only. Letters Patent of Incorporation were granted, in the year 1845, by the title of "The Governors of Marlborough College." The sums received from life-governors and donors for obtaining rights of nomination, up to the year 1853, amounted to 52,950*l.*, which, with 5,649*l.* from miscellaneous sources, and 42,400*l.* raised by college bonds, altogether amounted to 100,000*l.* The whole of this sum was expended then and subsequently in adapting a large mansion, held on lease for 99 years, to the purposes of the College, in providing dormitories and other buildings for the accommodation of the masters, officers, and servants, and about 430 boys, and in the erection of a chapel; in truth in forming a large college. Since 1853 other buildings were found necessary, and have been provided at a further cost of several thousand pounds. The number of boys soon amounted to 500, and from the first, parents, notwithstanding the low payment for their sons, called for a more expensive education and a less economical diet and maintenance. Compliance with these requisitions, coupled with the great cost of the College buildings, obliged the Council, in 1848, to increase, which they did with great reluctance, the terms to 36*l.* for sons of clergymen, and 60*l.* for sons of laymen; but this step by no means met the wants of the College, and the Council struggled on for five years, in spite of most searching and careful economy, with a large and increasing annual deficit. At the expiration of that period the College was, both as to its financial and educational condition, so depressed, and had become so reduced in public estimation, that a thorough reform in both departments was found to be indispensable. The principal changes that took place were the transfer from the Council to the master of the maintenance department, and the increase of terms from 36*l.* to 45*l.* for sons of clergymen (no change being made for sons of laymen). Under the mastership of Dr. Cotton, now Bishop of Calcutta, who entered most cordially into the plan of reform, the College, in 1854, began again to flourish, and the success of the measures then adopted was evidenced in every department, and has continued in increased measure ever since. In the year 1853 Her Majesty granted a second Charter, by which (amongst other changes) the Council were empowered to lower the sum to be paid by life-governors to 50*l.*, of which they availed themselves, and they also lowered the sum to be paid by donors, for nominating once, to 20*l.*; they were also empowered to raise the proportion of lay boys to one-half of the whole number of boys, a measure which is now in progress, and is intended to be fully carried out. In 1860 the great rise in the price of provisions, and the largely increased demand for assistant-masters of superior qualifications, causing a necessity for higher salaries, again produced a strain

upon the revenues of the College, and the payment for clergymen's sons was necessarily, though with great reluctance on the part of the Council, raised to 54*l.* 10*s.*, and for laymen's sons to 72*l.*, inclusive in both cases of a charge of 1*l.* for laundry expenses, and 1*l.* for medical attendance. The Council have ever since been enabled to carry on the concerns of the College in a satisfactory manner, and they are encouraged—by the great estimation in which the College is now held in public opinion, under the superintendence of the present distinguished head-master and assistant-masters, and by the reduction of their debt (which in 1854 amounted to 46,400*l.*) to 10,000*l.* or thereabouts—to feel fully assured that the College is now established on a firm foundation.

For the guidance of those who may hereafter desire to found large public schools, the Council are anxious to place upon record the results of their experience. It was by slow degrees and very reluctantly that they arrived at the conviction that the endeavour to establish a school for affording to English boys a superior education, calculated to fit them for the universities, the learned professions, and occupations suited to gentlemen's sons, at such a very small expense as was originally contemplated, was simply impossible. In fact, experience has shown that however desirable it might be to assist the clergy in giving education to their sons, the clergy themselves, by their own appreciation of a first-rate education, and by their sense of its paramount importance to boys who had to make their own way in the world, rendered hopeless the attempt to reduce the cost of such an education within the limits originally designed. The attempt, though made under the most favourable circumstances by persons deeply in earnest, and persevered in, step by step, till financial ruin stared the Council in the face, signally failed; and but for the determined spirit shown both by the Council and the head-master in 1854, and the enforced adoption of higher and really remunerating rates of charge, the experiment of establishing a great public school, for the special benefit of the clergy, whilst at the same time it lowered the cost of a public school education to the laity, would have resulted in disastrous failure.

As it is, the Council trust that the failure of their original design may serve to show what can not be done in the way of reducing the cost of a really good education, and at the same time that their ultimate success may smooth the difficulties in the path of those who desire to place such an education within the reach both of the clergy and the laity, at a lesser cost than that at which it can be obtained in the more ancient foundations of the country

Rev. G. G. Bradley, M.A.

16th May 1865.

Appendix C.

Statement furnished by the Council of Marlborough College.

Sketch of Receipts and Expenditure in the years 1863 and 1864, when the assistant masters, officers, servants, and about 500 pupils were boarded and almost the whole of them lodged within the College.

1863.

	£	s.	d.
In 1863 the amount of yearly receipt from pupils was - -	26,742	3	3
From miscellaneous sources, including payments by pupils towards laundry and medical expenses -	1,739	4	11
Received from persons acquiring rights of nomination	1,683	0	8
	30,164	8	10
And the balance in favour of the College in the preceding year (1862) was - - - - -	590	15	10
Together - -	30,755	4	8

The expenditure was,—	£	s.	d.			
For provisions, stores, and board wages -	7,622	12	9			
Fixed salaries to certain of the officers, &c.	1,162	10	0			
Servants' wages and liveries - -	1,171	3	9			
Laundry expenses - - - -	440	10	11			
Fuel and gas - - - -	1,252	5	0			
Rent and taxes - - - -	551	17	4			
Miscellaneous (including private tuition, prize books, printing and stationery, carriage, stamps, travelling, horse, insurance, &c. &c.) - - - -	1,332	16	1			
Drugs and surgical instruments (the medical officer's salary is included in fixed salaries) - - - -	48	5	9			
Repairing and replacing furniture, crockery, &c. - - - - -	1,038	18	11			
(1) Repairs of College - - -	1,284	13	1			
Exhibitions and scholarships - -	385	0	0			
(2) New buildings - - - -	1,746	2	3			
Payment to masters - - - -	7,549	19	6			
Interest on College bonds - -	866	0	0			
				26,452	15	4
				4,302	9	4
Paid part of bond debt - - - - - -				3,000	0	0
Balance carried to 1864 - - - - -				1,302	9	4

1864.

Rev. G. G. Bradley, M.A.

16th May 1865.

For the year ending 31st December 1864, about the same number of boys:—

	£	s.	d.
The amount of yearly receipt from pupils was	27,224	6	3
From miscellaneous sources, including payments by pupils towards laundry and medical expenses	1,915	12	4
Received from persons acquiring rights of nomination	1,593	0	8
	30,732	19	3
Add balance of 1863	1,302	9	4
	32,035	8	7

The expenditure was, —	£	s.	d.	£	s.	d.
For provisions, stores, and board wages	7,675	11	0			
Fixed salaries to certain of the officers	1,871	0	0			
Servants' wages and liveries	1,176	11	10			
Laundry expenses	439	9	10			
Fuel and gas	1,222	7	10			
Rent and taxes	536	15	7			
Miscellaneous (including private tuition, prize books, printing and stationery, carriage, stamps, travelling, horse, insurance, &c. &c.)	1,407	12	2			
Drugs and surgical instruments (the medical officer's salary is included in fixed salaries)	108	13	3			
Repairing and replacing furniture, crockery, &c.	849	11	4			
(1) Repairs of College	1,727	13	7			
Exhibitions and scholarships	457	10	0			
(2) New buildings	536	12	11			
Marlborough Railway Company (shares therein)	250	0	0			
Payment to masters	7,514	19	0			
Interest on College bonds	681	12	6			
				26,456	0	10
				5,579	7	9
Paid part of bond debts				5,500	0	0
Balance carried to 1865				79	7	9

Rev. W. F. Short, M.A.

16th May 1865.

Rev. Walter Francis Short, M.A., called in and examined.

4171. (*Lord Taunton.*) You are a fellow of New College ?—Yes.

4172. You have I believe had considerable experience in the education of boys at schools ?—Yes, ever since 1855 I have been more or less working in schools.

4173. At what schools ?—First at a private school at Windlesham, near Bagshot, in Surrey ; secondly, for a few months as a private tutor ; thirdly, in the English department at King Edward's School, Birmingham ; fourthly, as third classical master at Rossall School in Lancashire ; and finally as head master of Oswestry School.

4174. That is an endowed school ?—Yes.

4175. You have therefore had a large experience of schools of different descriptions ?—Yes.

4176. Has your attention been turned especially to the subject of the endowed schools of the country, and to any modes which might be adopted to make them more generally useful than they are present ?—Yes, I have made plans whereby I think they might really be made of use.

4177. Will you have the kindness to state to the Commission the outlines of any plans that occur to you as desirable to be adopted ?—I would fix in each district on some centre, the school to be decided partly by its endowment, partly by its situation and fitness, and partly of course by its being in a central place.

4178. (*Lord Lyttelton.*) Do you mean some existing school ?—I should prefer an existing school if possible.

4179. (*Lord Taunton.*) About how large should you propose that these districts should be ; would they be co-terminal with the counties ?—I should think in most cases smaller than the counties ; and the smaller schools I should propose to utilise, either as preparatory schools for this school, or, in cases where that would not be possible, to turn the endowment into an exhibition, or two or more exhibitions for the neighbourhood to which the smaller schools belonged. These exhibitions would enable any intelligent boys belonging to that district to receive a high class of education, almost if not entirely free of expense, and at the same time an evil would be avoided ; for I consider it to be a great evil that these endowed schools, intended, so to say, as Latin schools, should be applied to the purpose of saving the parish or district from educating their own poor, as I conceive they are bound to do, in the ordinary national school education, of reading, writing, and so on.

4180. This central school by your plan would be a sort of college that would be fed by the preparatory schools, which would also be endowed, scattered over the district ?—Yes, that would be my plan.

4181. What do you think ought to be the maximum of expense for board and tuition for a boy at the central school ?—I am speaking from my own experience. I am sure it may be done for under 40*l.* I cannot speak with regard to the buildings, but if you have any buildings to start with, the yearly expense of a boy is considerably under 40*l.*

4182. If the yearly expense of a boy is as much as 40*l.* would not that exclude the sons of small farmers and of small tradesmen, and the great majority of boys that belong to what may be called the middle class ?—Yes. When I say 40*l.*, I am putting it at the maximum. In my own school I could keep a boy really well—almost luxuriously—for rather under 30*l.*, paying all expenses of masters, servants, and such things.

4183. You are probably aware that in many schools that have been recently established to meet the wants of the middle classes in different parts of England, it has been thought that 23*l.* or 24*l.* is about as much

as they could be expected to pay ?—Yes ; that would be rather a lower scale of feeding than perhaps I have ever come in the way of ; but I have no doubt it could be done.

4184. Do you not think that if it were desired to establish a system of education really available for the middle classes of the country, it would be desirable that the expenses should not go much beyond or at all beyond 23*l.* or 24*l.*, and that if it did you would shut the door against the great majority ?—I think it would do so less really than is generally fancied. The expense of a boy to his father, whilst at home, is something considerable in the course of a year, and even supposing him to cost such a large sum as 30*l.* a year, the additional expense would be comparatively slight ; and that I should propose to cover entirely by these yearly exhibitions.

4185. Of course, a good deal with regard to the cost of the pupils would depend upon the amount of the endowment that would be available for the assistance of education ?—Yes ; it must depend more or less upon that, but I do not think the central schools need depend on their endowments for their principal support. I should wish to make them as far as possible self supporting.

4186. I suppose you would desire that these central schools should give a sound education, adapted for the general purposes of life, to the middle classes ?—Yes ; that is, speaking generally, I would have them like all the modern schools, with their two sides ; their modern side and their classical side, so that the lower classes should be able, if fit for it, and if their friends and themselves desired it, to receive a higher kind of education, if necessary to go on to the universities, and to get exhibitions, and such things, there.

4187. Under what general system of local control and direction do you propose to place these schools ? — I should prefer a county board consisting of landowners and the aristocracy of the country, whoever they might be ; the squires of the county, so to say, with a certain sprinkling perhaps of the clergy ; though I do not think that the clergy, as a rule, make very good managers in such matters.

4188. How would you propose to meet the religious difficulty ? I presume you would wish these schools, as they are to have a national character, to be available for the children of Dissenting parents as well as for those of the Church of England ?—Certainly.

4189. Do you think there would be any difficulty in conducting them in such a manner as that they might secure a good religious education to the children, and that they would be available also for the children both of Dissenters and the Church of England ?—I think it would be quite possible. My own experience is that the difficulty with regard to the Church of England teaching the children of Dissenters is very much exaggerated. I have never in a single case had any difficulty, though I have had a very large number of Dissenters under me.

4190. Are you of opinion that those difficulties are generally better got over by the discretion and good sense of the master, rather than by any very strict system of rules on the subject ?—I should say so, decidedly ; that it was, as a general rule, a question of management on the part of the master.

4191. Do you not believe that it would be possible for an injudicious master to make the question of religious instruction a cause of great discord, and in fact an obstacle to the education of children whose parents were not members of the Church of England ?—I think it would be necessary probably to have such general rules as should prevent his being able to do that, if such rules were possible. I cannot say that I am prepared to suggest a rule.

Rev. W. F. Short, M.A.

16th May 1865.

4192. You think that it would not be impossible to frame some general rules under which, with a discreet master, there would really be no difficulty in the question of religious teaching ?—I think not. I think it would be quite possible to frame such rules. I do not think there would be any difficulty in doing so.

4193. (*Lord Lyttelton.*) Do you know the school of Mr. Woodard, at Hurstpierpoint ?—No, I have never seen it.

4194. You do not know how it is that he is able to carry on that school at an expense not exceeding 23*l.* or 24*l.* a year ?—I do not know how it is managed ; but knowing something of the school at Bloxham, Oxfordshire, Mr. Egerton being a schoolfellow of mine, I know it is quite possible to do it for that amount, or for very little more than that. I have no doubt that the keep of the boys can be managed for much less than that, but I do not see quite how the servants and masters are paid.

4195. Is it your view that schools must, generally speaking, be started by subscription, and afterwards left to be supported by the payments of the parents, and by those endowments ?—Yes.

4196. One sum to be raised once for all ?—Yes.

4197. Do you think there ought to be a course of instruction which would be suitable equally for town and country boys, for the children of farmers, and for the children of town shopkeepers ?—There would be the two sides from which to take their choice. Up to a certain point the education for all ought to be distinctly the same; after a certain point they would divide ; they would take their choice of the particular class to which they felt themselves suited, the modern side or the classical side.

4198. I presume your opinion would be that for the most part that would be at about the age of 16, if not earlier ?—The time of the choice would vary according to the boy, from 11 to 14.

4199. Such a school would only in a few exceptional cases send boys to the universities ?—I should think more largely considerably than is done at present. I can speak of my own school at Oswestry, it is sending more boys to the university than it has done for some time.

4200. You would take a district of endowed schools ; you would fix on one central school in that district to be the central school for your purpose ; and from each separate endowment you would take a certain proportion towards the expenses of the central school?—Yes, I think so, if necessary.

4201. You would tax each of the endowed schools for the general benefit of the whole district ?—Yes.

4202. How would you apply that quota from each school ; the part which goes directly to the central school ?—According to my theory, I imagine that but a very small quota from each would be necessary. I suppose it would be applied in supporting better masters ; you would be able to afford better masters in consequence ; you would have a larger endowment whereby you could afford to pay them better.

4203. To go towards the establishment expenses ?—Yes.

4204. Then the larger fraction of the endowment of the separate school would still go towards the benefit of the scholars in that school ? —Yes.

4205. You would have them give exhibitions for the best boys from each school ?—Yes.

4206. The central school would be partly filled in that way ; but besides exhibitioners do you propose to have the central school open to the whole country ?—Most certainly. I think it most important that there should be that element of boys whose parents pay for them.

4207. The religious difficulty you think can be overcome by a judicious master; do you think boys could be admitted who were Roman Catholics, Unitarians, Baptists, Quakers, and so on?—I suppose each particular case would have more or less to be dealt with separately.

4208. Have you ever had the experience of teaching Quaker children?—I do not think I ever had a Quaker. I have had, I believe, in the same class, a Unitarian, a Roman Catholic, and a Jew.

4209. What sort of religious teaching was there?—There I confess it was more religious information than instruction. In some lessons the Jew for instance naturally could not join; he could only join in Old Testament History and the natural lessons derived from that.

4210. Do you think that the system can be so presented to the public as to enable it to be the general school of the whole district, still preserving its religious character; the question being, not only what a master could really do, but what the public would believe that he could do?—I think it is possible, though I am not prepared to say how I should propose to present it.

4211. Do you think the Established Church could be so far allowed a prerogative, as being the Established Church, that it might be made a condition that the master should always be a clergyman or a member of the Church of England?—I think, considering that we have a national church, it would be distinctly desirable that these schools, which are of course essentially national, should be presided over by a member of the Church of England. I do not think it necessary, though in most cases I should think it desirable, that he should be a clergyman of the Church of England.

4212. Do you apprehend that, with a due amount of precaution as to religious freedom, those schools might be founded with the condition that the head of them should be always a member of the Church of England?—I cannot speak except of the district with which I have had to do, but there I should say it would distinctly be accepted; and it would be still more than accepted in the neighbourhood I am speaking of—that of Oswestry; and I should say also that of Birmingham more or less would distinctly prefer that that should be a condition.

4213. (*Sir S. Northcote.*) Would you contemplate that there should be day boys in these central schools, or that they should all be boarders?—I should prefer that they should be all boarders, but I do not think that there would be any great objection to there being day boys.

4214. Supposing day boys to be admitted, would not that give a very great advantage to the residents in the place where the central school was established over the other schools?—It certainly would give them an advantage.

4215. Do you not think it would cause dissatisfaction if the endowments which apparently belonged to the smaller place, were taxed for the benefit of the central place?—I think there would be a danger of such an objection, but at the same time I think there would be no great difficulty in getting over that; for instance, requiring the inhabitants of the district where the central school was to pay a certain sum for the day boys instead of having their education entirely free as practically the exhibitioners do have it.

4216. Would it amount to this: that the charge to day boys would in many cases be raised above what it is at present?—I daresay it would in many cases. It would not necessarily in one or two schools that I know.

4217. Have you considered about how many of such schools you

Rev. W. F. Short, M.A.

16th May 1865.

would want for England?—No; I cannot say I have, I have hardly had time. I have not divided England at all into districts, it would depend also so much on the population of the different districts.

4218. (*Lord Taunton.*) These endowments are very unequally scattered?—Yes.

4219. (*Lord Lyttelton.*) What you would wish to see is a general compulsory measure?—Yes, I think so.

4220. You would take possession of the endowments?—Yes.

4221. (*Sir S. Northcote.*) Would you keep the endowments as nearly as possible to the same part of the country, or would you allow endowments for, we will say, Lancashire, to be applied in Northumberland?—I should prefer to keep them as much as possible in the same part of the country. Whether it would be always fair to the rest of England to do so I hardly know, because, as has been said, the endowments are variously scattered, in some places being very much larger and more numerous than others.

4222. Would you treat these endowments as being on the footing of national or local endowments?—As national endowments; at the same time considering that local interests had a very decided right to be strongly represented in dealing with them.

4223. (*Dr. Temple.*) Have you considered how many schools you would put together in that sort of way, or would you make your districts irrespective of the number of schools, and simply dependent on the area?—Dependent on the area and the number of the population; not necessarily on the number of schools.

4224. What would you do then in cases where the endowment consisted of nothing but the buildings, which is the case in a good many schools?—I am hardly prepared to say, unless you would sell them and make what money you could out of them.

4225. Have you thought of what you would do with very small endowments. There are several grammar schools, for example, the endowment of which is 10*l.* a year besides the buildings?—With the buildings that endowment would be made up probably to, we will say, 30*l.* a year. That 30*l.* a year would supply a scholarship, or would probably be sufficient for two exhibitions a year.

4226. Have you considered how you would select the board which you propose to govern this central school?—Yes; I think it should be selected from the landowners, or persons of influence; not necessarily landowners in each particular district, each county as it were being represented by one or more members from each of the several districts.

4227. I did not quite mean that; I meant how would you select them from these districts; who is to select them?—I should have thought that they should be selected by a central board.

4228. By a Government board?—By a Government board; I should suppose all these councils as liable to check from a central board which should be a Government board.

4229. The Charity Commission?—Yes.

4230. But you did not say before that the Charity Commission was actually to appoint these boards?—No.

4231. Would it meet your views, for instance, if those boards were elected by the present boards, each board of trustees electing a member?—That would be a very good way to begin; it would be a very good way at present I should think, because it would probably satisfy the local interests more than any other system.

4232. You have not thought of any particular way of electing them?—No.

4233. Some of the schools you proposed should be left and not turned

into exhibitions. Do you contemplate putting them in any way under the authority of the central board of the district?—You refer to those that I should propose to be left as preparatory schools.

4234. Yes; or at any rate in a secondary position.—Yes; I should distinctly wish to put the whole, so to speak, of the charitable education of the district under the central board of the district.

4235. Have you thought of any special instructions that you would give to this board by law. Would you require this board to see that these schools were regularly inspected and examined, or would you leave that to themselves?—No; I think it might be very desirable that the board should have the power, but the more power and the more work you give them the less likely they are, I am afraid, to be efficient boards; the more likely their work is to be neglected; therefore, I should not like to insist on their being bound to inspect the schools.

4236. Not to inspect the schools themselves, but to appoint inspectors, and have the schools inspected?—Yes, I should think it would be desirable.

4237. Would it be your view that they should be allowed to do this, or that they should be required to do it?—I think they should be required to do so.

4238. Would you have such examiners or inspectors paid by percentage on the endowments, or by the Government, or in what way?—I am not prepared to say what would be the best way.

4239. (*Lord Lyttelton.*) Would there not necessarily be some expense, or delay, or both, arising from the vested interests of existing schoolmasters, many of whom now receive for themselves the greater part of these endowments?—Yes, I think it is a measure which must be carried gradually. In some way or other they must be got rid of, but it can only be done gradually.

4240. It would not last beyond the existing lives?—No.

4241. (*Rev. A. W. Thorold.*) In case buildings are provided and masters' salaries met by endowments, or by some other means, what then do you think ought to be the annual average cost of board and lodging in these schools?—I can hardly say otherwise than by appealing to the case of my own boys, who, as I have mentioned, were perhaps fed on rather a better scale than would be necessary in, certainly, some of these schools. The mere cost of board and lodging was certainly not more than 23*l.* or at most 24*l.*

4242. Of course, to a certain extent, that would depend on the number of boys under one roof?—Yes; it must depend very much on that. I include servants, and all expenses such as plate, fuel, and lighting.

4243. (*Mr. Acland.*) Not house rent?—No, I have put it at the very highest sum.

4244. (*Rev. A. W. Thorold.*) Would you be prepared in some cases altogether to appropriate existing endowments towards the purposes of these central schools?—If there were not sufficient local claims to make the exhibitions necessary, I should.

4245. In such cases would you be disposed to recommend by way of compensation to the localities from which such endowments would be taken, certain local advantages, in the way of exhibitions, or free nominations after competitive examinations, so as to remove any difficulty or jealousy which might be felt in particular places?—There would be ordinarily exhibitions; but I perhaps hardly understand the drift of your question.

4246. My meaning is this; supposing you take away an endowment from a particular town, how would you meet the possible disappointment and jealousy in that place; would you be prepared to meet it by com-

Rev. W. F. Short, M.A.

16th May 1865.

pensating that place in the way of special exhibitions, or free nominations to the schools after a competitive examination?—My scheme would be to give these exhibitions to the central school, to use up the endowments in giving exhibitions to the central school.

4247. But would the localities from which the endowments were taken have any prior claim on those exhibitions?—Distinctly; I should wish that there should be a competitive examination, and that the locality should have a prior claim.

4248. Could you suggest any methods for encouraging promising boys of the peasant and artisan class to come to these schools that they might raise themselves in life through getting a superior education?—These exhibitions would pay for them if they showed themselves to be of such merit as to be worth bringing forward.

4249. But beyond that would you recommend a certain number of free nominations or exhibitions for boys educated in National schools, to be competed for by such boys annually?—What I should look to would be that many of those who did compete for the exhibitions would very likely come from the highest classes in the national schools. I quite look to supplying those exhibitions from the lower classes as well as the higher classes.

4250. But by way of giving special opportunities to boys in national schools would you be prepared to recommend that certain exhibitions or free nominations should be confined to boys educated in national schools?—No, I should not.

4251. What do you propose to be the quarterly fees of day boys at such schools?—That is a detail as to which, though I have considered it in particular cases, I should not be prepared to give a general answer upon. For the day boys upon the Foundation I have myself always charged a guinea a quarter with certain extra charges.

4252. How would you draw the line of demarcation between those schools and grammar schools above them, and national schools below them?—I should wish to make these schools quite as high in their education, or as nearly as possible as high, as the large proprietary schools. I should wish them to be such schools as Marlborough as far as possible. I may say as high as Marlborough, Cheltenham, Rossall, and other schools of that class.

4253. (*Lord Lyttelton.*) You would stop short of the highest schools, such as Eton and Harrow?—I do not myself think that the education at Marlborough is inferior to that of Eton.

4254. (*Rev. A. W. Thorold.*) Would you wish these schools to take altogether the place of so-called grammar schools?—You mean of large schools?

4255. These district schools of which we are speaking.—I imagine they would do it in time.

4256. And not be merely supplementary to grammar schools?—Distinctly not supplementary to grammar schools, but to be *the* system of national education for the middle classes.

4257. Do you at all comprehend in your scheme of middle-class schools arrangements for girls?—No; I have had no experience of that.

4258. (*Dr. Storrar.*) In those schools that you would not abolish, but which you would tax for the support of these district schools, what would be the kind of education that you would endeavour to promote?—As far as possible an education which should be a preparatory education for the larger schools.

4259. But still it must be adapted to the purposes of the majority of the boys who would derive no other education but such as they got

from these schools?—Yes; I imagine they would be something like what one calls commercial schools, giving facilities for a certain amount of higher education. I imagine that their teaching would be of the same nature as that of the higher schools, but it would not proceed so far.

4260. It would embrace English, writing, arithmetic, and the elements of mathematics?—Yes.

4261. Some Latin?—If necessary. If a boy is intended to pass on to the higher school, decidedly so. If he is not I do not think it necessarily need include Latin.

4262. Would you be prepared to denude the spot in which this tributary school happened to be placed of an education in Latin?—There would be still the opportunity for this tributary school to pass on pupils to the higher central school.

4263. But then they must either pay their expenses entirely at this central school, or they must have displayed sufficient ability to be passed on free of expense; and of course the latter number must be limited?—Yes; I imagine that they would be limited, but they will be the only ones to whom probably it will do any good to give the advantages of that higher education.

4264. So that in truth what we may call the tributary school in regard to this education would not be very much if at all above, in the scale of its education, the British and national schools?—There is one subject which I would certainly have taught, which would not be taught at the British school; that is modern languages.

4265. (*Lord Lyttelton.*) They are not much above those schools now in many cases?—Below them very often. I would not wish them to be much above them.

4266. (*Sir Stafford Northcote.*) In those cases where you contemplated a small endowment being entirely extinguished, and the school buildings sold and converted into an exhibition, where do you suppose that the boys who were to get these exhibitions are to receive their preliminary education?—In the national schools of the district.

4267. (*Mr. Acland.*) When you stated that you think that board and lodging could be given, for I think you said 23*l.*, you were speaking of the present prices?—Yes; quite so. What the actual cost may have been in the course of the last year and a half I cannot say.

4268. What number do you assume to make such a rate of payment possible?—It can certainly be done if the boys are over twenty.

4269. Assuming that that is the cost of board and lodging, what do you think is the lowest rate per head at which a sound education can be given at one of your district schools for education only?—I cannot say exactly. It must depend entirely upon the numbers; but if the numbers were adequate it might be done for from 5*l.* to 10*l.* a head.

4270. What do you call adequate numbers?—I can hardly tell what numbers would exactly be necessary.

4271. Are you speaking of anything less than a hundred?—Yes, I am speaking now of from eighty to a hundred.

4272. In stating 5*l.* as the sum which you think might be charged for education, are you assuming that the masters will have other sources of income than that which may be derived from the school fee of 5*l.* a year?—Yes; distinctly.

4273. Will you state what those sources of income would be?—In the keeping of boarding-houses.

4274. Do you assume some endowment?—Yes, I consider that the 5*l.* probably may come out of the endowment.

Rev. W. F. Short, M.A.

16th May 1865.

4275. Then you would reckon upon the education being provided by a school fee of 5*l.* for education, and the profits of the boarding ?—Yes.

4276. In stating 23*l.* for board and lodging, do you include or exclude profit ?—I exclude profit.

4277. What rate of profit do you think would be adequate to induce a master to undertake the trouble of keeping a house, and for the risk which it would involve ?—It is very hard to say.

4278. Would you put it at less than 17*l.* in addition to the 23*l.* ?—I should distinctly put it at less than that, my original idea was 10*l.*

4279. That would bring the cost of education to 38*l.* ?—Yes.

4280. Should you fix the fee for the day boys as low as 5*l.*, or would you charge something more to the day boys, inasmuch as there would be no profit made out of their board ?—I should think it would be generally desirable to charge them more than 5*l.*, as I have always done in my own case, unless they had a special claim on the school.

4281. (*Lord Taunton.*) Do you believe that there would be any objection, supposing these districts were counties, or something of that kind, to appealing to the gentry and persons of fortune within the county, to assist, by voluntary contributions and donations, the county school ?—At the first starting I think it would be desirable. I had it in view when I first thought of the scheme. I have always found that the county gentry are extremely willing to be liberal in such matters.

4282. You are quite aware that in Suffolk, and I believe in other places, the gentry have subscribed very large sums to set on foot a county school of middle-class education ?—I was not aware of that, but I can speak of what the subscriptions were that the neighbourhood gave to me when I was building my school chapel at Oswestry.

4283. (*Mr. Acland.*) What was the amount ?—I cannot tell exactly, but one landowner in the neighbourhood gave me 50*l.* It cost something like 1,500*l.* altogether, out of which half at least was paid by the neighbours.

4284. (*Lord Lyttelton.*) There is this distinction between these two classes of contributions, that whereas it would be very desirable to have a sum contributed at first to start the school, it would be giving it too much the character of dependence if any part of the current ordinary expenses were borne by the subscriptions of others ?—Yes, I think so.

4285. (*Mr. Acland.*) If you expended the small endowments on the salaries of the masters of the central school, and on exhibitions for the selected few from the smaller places, how would you provide for the liberal training of the majority of the children in the small towns ?—I think in the small towns a middle-class school may invariably be made self-supporting.

4286. Inasmuch as we have heard a good deal of the difficulty of providing self-supporting schools for the lower and middle classes especially, will you explain in any detail that you may be able to do, how to make these schools self-supporting ?—I can only give instances. I can only say that instances have come before me where exactly the sort of school which I imagine these would be that I wish to establish was entirely self-supporting ; where there was no endowment ; where rent was paid by the master for his house, and where he had principally day boys.

4287. Will you give us the facts ?—There was a school in Oswestry, from which, in many instances, the better boys came to my school.

4288. What was the rate of payment at that school ?—I cannot tell you, but it was something very low, for the next class to those who went to the Oswestry school went to this school.

4289. What was the previous educational system or social status of

the master ?—I imagine him to have been a trained master, but I cannot tell you with certainty, for he left very shortly after I went there. I never came in personal contact with him.

4290. Do you suppose that they paid more or less than 1*l.* a quarter ?—My opinion is that they paid rather more, but very little more ; it may have been 30*s.*, but I cannot tell you.

4291. In a country town of small size how would that 4*l.* a year give you a self-supporting school ?—I can only say this, it gave a man 160*l.* a year, or something of that sort, which is considerably more than a national schoolmaster would have.

4292. You presume that there were as many as 40 tradesmen's sons in the school.—Yes.

4293. Is not that probably more than you would be able to have in a great number of small market towns, which have now, in many cases, small endowed grammar schools ?—In this case, Oswestry is a very small town, and only a certain proportion of the tradesmen's sons came to the endowed school. I think there were, at the time I speak of, at least 40 always in attendance at this school. I believe I am putting it very much below the mark.

4294. Do you think it possible to carry on in any such tributary school such an education as would be acceptable to the smaller tradesmen, coupled with a preparatory education, with a view to your district school ?—I should think it quite possible.

4295. (*Dr. Storrar.*) When you were the master of the Oswestry grammar school, were you satisfied with the education of the boys who came to you, who had been in the private schools you were describing ? Was their preparation such as was likely to give you a favourable opinion of the schools that they had previously attended ?—Very much so. Some good mathematical boys came to me from this school ; they came as young boys from the school ; but they were always, in mathematics especially, well grounded. The master was a Dissenter ; I knew very little of him.

4296. (*Mr. Acland.*) You spoke of the importance of giving an opportunity to the humbler middle classes, and even to the artizan classes, of rising by means of education out of the sphere of their parents to a higher one ; you think that such opportunities could be given in these smaller schools, consistently with a commercial education ?—Yes.

4297. But do you think it necessary to begin the teaching of Latin, and any other subjects that you might think desirable to prepare for at an early age, or do you think it possible to postpone these branches of education till the boy reached the grammar school as an exhibitioner ?—It might possibly be done, but very often to the injury of the boy's education I think.

4298. Can you state from your experience to what age you think a boy rising from the lower stratum of society, and being capable of university or grammar school training, ought to begin Latin ?—He ought to begin it not later than 10 or 11, but I have known instances of boys beginning at the age of 14 or even 15, and distinguishing themselves ; but those were special instances.

4299. You, as a matter of course in these district schools, contemplate a considerable proportion preparing for the universities ?—Yes ; a large proportion.

4300. I think you said something, which implied an expectation on your part that the number of boys, who, under better management than we have now, might reach the universities, likely to increase ?—Yes ; I think so.

Rev. W. F. Short, M.A.

16th May 1865.

4301. Can you give any ground for that expectation at all?—The town boys who came to my school at Oswestry when I left the school, were looking, or a large proportion of them, were looking, to going to the university.

4302. Have you had any experience of the effect of the Oxford and Cambridge local examinations on such schools?—No; I believe some of my pupils have at different times gone in, but I have never prepared them for it, and never professed to prepare for it.

4303. (*Dr. Storrar.*) Have you any exhibitions at Oswestry?—No; none whatever.

4304. (*Mr. Acland.*) You are not able to state whether those examinations have tended to increase the stream of candidates to the university?—Merely from hearsay. I am told that there are many men at the university who have previously passed through those examinations.

4305. (*Mr. Erle.*) Do you know what is the income arising from Oswestry School?—It was 293*l.*, besides the house and five acres round it.

4306. Do the foundation boys pay anything for their education there?—They paid one guinea a quarter.

4307. Supposing there were a central school established at Shrewsbury, or any nearer place—supposing it were in a county town, how many of those boys who get their education for four guineas a year at Oswestry do you suppose would go to it?—I cannot tell; but if they went to it as exhibitioners, of course all the cleverer and more diligent of them would go.

4308. How many foundation boys are there at Oswestry?—When I left, I think there were 27, but I am not sure.

4309. What proportion of the 27 do you think it probable would go to the central school at such a distance? Supposing the distance were 12 miles from home, do you think any large proportion would go?—Yes; I think a large proportion would go. I should be disposed to say that half at least might be expected to go, but I have no data on which to speak.

4310. Then the other half would be deprived of the benefit of the foundation school?—Yes, those that did not go would be.

4311. (*Lord Taunton.*) Have you at all turned your attention to a subject which we have had some evidence upon, viz., whether any system of certificates could, with advantage, be devised for masters, either optional or compulsory, and whether any system of inspection of schools, optional or compulsory, could with advantage be adopted?—I have turned my attention very slightly to those subjects. But with regard to certificates, I should think it a very great pity to adopt that system with reference to the class of masters whom I should wish to see in charge of these schools.

4312. But speaking more generally, with regard to private schools and all other schools throughout the country, do you think it would be an advantage or not that there should be any system of certificates, and any system of inspection devised with regard to them?—I think the system of inspection, if properly arranged, might be very desirable, but I should not like to see anything like certificates.

4313. Are you of opinion that the present system of local examination in the universities is acting very favourably on the education in middle-class schools?—I have no doubt it has done a great deal, but, as far as I can judge, it is not calculated to do the good which we hoped it would do.

4314. Why so?—It would very often lead a master to neglect the

general welfare of his school in order to get two or three boys high up in the list in the district examination. *Rev. W. F. Short, M.A.*

4315. If masters sent their boys by classes rather than picking individual boys, that objection would be very much obviated ?—Quite so. 16th May 1865.

4316. (*Dr Storrar.*) Have you ever sent up boys to the matriculation examination of the University of London ?—No, never.

4317. (*Mr. Erle.*) Had you any award of annual prizes at your school ?—None but those which I gave myself, which I always did.

4318. Those you gave according to your own judgment ?—No, I always had an examiner once a year, generally twice a year.

4319. That involves partial inspection, does it not ?—I always upheld the view of inspection, but the examiner was one I selected myself —the best man I could get to come from the University.

4320. (*Sir Stafford Northcote.*) With regard to the religious question, has it ever occurred to you to group the schools at all into denominational schools ; to have central denomination schools instead of central schools, at which boys of different denominations should be educated in common ?—It occurred to me as a possible way of getting out of the difficulty, but as one which I should be sorry to see adopted, if it could possibly be avoided, because I should be very sorry to see anything likely to perpetuate a strong denominational feeling.

4321. (*Lord Taunton.*) From your experience have you ever found it diminish the religious feeling in boys to have been brought up on the same benches with boys of different religious persuasions ?—Certainly not. I think it made them more liberal and more charitable in their views, and in fact the Dissenters vary rarely objected at Oswestry to the boys joining in Church service.

4322. (*Dr. Storrar.*) What proportion do the Dissenters at Oswestry bear to the members of the Church of England ?—Do you mean in the school ?

4323. In the school or out of it.—I cannot tell at all with regard to the town, but I think out of those boys I was speaking of, I had 9 out of 27 who were children of dissenting parents.

Adjourned.

Wednesday, 17th May 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. STEUART ADOLPHUS PEARS, D.D., called in and examined. *Rev. S. A. Pears, D.D.*

4323. (*Lord Taunton.*) I believe you are the head master of the Grammar School at Repton in Derbyshire ?—Yes. 17th May 1865.

4324. Previous to occupying that situation what experience had you

Rev. S. A. Pears, D.D.

17th May 1865.

of tuition ?—I was an assistant master at Harrow for seven years, in the time of Dr. Vaughan.

4325. Are you a graduate of Oxford ?—Yes.

4326. What is the constitution of the Grammar School at Repton ?—It is in connexion with the Hospital at Etwall, and the two together form a corporation under a charter of King James I. They were founded together in the year 1557 by Sir John Port.

4327. Is the hospital an almshouse ?—An almshouse for 16 old men.

4328. What is the nature of the endowment of the Grammar School? —The endowment is common to the two institutions. It is in land, and the income is about 2,400*l.* a year. We are ourselves a corporation. The governors of the school are more like visitors. They have the patronage, but do not take part in the management of the estates at all. The master of the hospital and the masters of the school, with three of the old brethren, form a court of managers, who manage the estates.

4329. In what class of life are the three old brethren ?—From the poorest class, quite illiterate old men.

4330. I presume their management is merely nominal ?—They occasionally take part, but it is in fact nominal.

4331. Is there under the trust any division of proportions of the income of this charity between the hospital and the school ?—Only so far that the stipends of the masters of the school and of the scholars on the foundation are fixed, and so are the stipends of the master of the hospital, and of the almsmen ; but in the case of any surplus, it is to be disposed of as the governors may think fit.

4332. Who are the governors ?—The Marquis of Hastings, the Earl of Chesterfield, and Sir Robert Gerard ; the three lineal descendants of the founder's daughters.

4333. How are those governors chosen ?—They are the descendants of the founder. The office is hereditary. I should say that during a great part of the time I have been there Lord Howe has been acting as the guardian of Lord Hastings.

4334. The governors as I understand have control over the finances ? —That is over any surplus. We cannot appropriate any surplus without an order from them ; but otherwise they do not interfere with the finances.

4335. In point of fact, are you able to state to us what proportion of the income that you have named goes to the hospital, and what proportion goes to the school ?—About 1,300*l.* a year goes to the school, and about 800*l.* a year, or nearly so, to the hospital.

4336. There are buildings probably that belong to the school ?—One large school building, which was a portion of an old monastery that was purchased in the year 1557, in order to open the school there.

4337. Is it sufficient for the purposes of the school ?—No, not at all.

4338. Are you forced to take other buildings ?—They rent a house of Sir Robert Burdett's for me, which is close to the school, and other buildings have been built for the purpose ; not, I am sorry to say, on school property, but on Sir Robert Burdett's property ; and three boarding houses, to accommodate boarders, are on private property in the village.

4339. What is the mode of admission of pupils to this school ?—The same as at the public schools. They simply apply to me as master of the school.

4340. Is there any preference for boys who reside in the neighbourhood ?—Boys residing with their parents in Repton and at the neigh-

bouring parish of Etwall, are admittted without any charge at all; but the mass of the school are boarders who come from a distance.

4341. Is this admission of day scholars matter of regulation, or is it enjoined by the trust?—It is a matter of regulation founded on very old custom. It is not enjoined by the founder's will, nor by the charter, nor by our Act of Parliament, but it is a very old custom.

4342. Still by prescription it obtains?—Yes.

4343. How many boys are there in the school?—About 210 at present.

4344. What proportion of those boys are day scholars admitted in this manner, and what proportion are boarders coming to you in the ordinary way?—There are 36 day boys, and the rest are boarders. I should say that of the boarders eight are the original foundation scholars, who receive their board and education gratuitously.

4345. How are these foundation scholars named?—They are nominated by the three governors and Sir John Crewe, who is also a relation of the founder. He has the right of patronage though he is not a governor.

4346. Are they boarded free?—Yes.

4347. It is absolutely free?—Yes; that is to say, the Corporation funds pay a certain allowance to the masters for their board. It is not quite equivalent to what the other boarders pay, but the masters accept it as sufficient. To the boys themselves it is absolutely free.

4348. How does this system of day scholars (to which the boys of the neighbourhood have a right to be admitted) and of boarders work?—It is *the* difficulty of the school, but it has hitherto worked well in my day.

4349. In what way does it cause a difficulty?—The station of the boys is so very widely different, I do not suppose that there is any school in the kingdom where it is so different; and it requires very great care and attention.

4350. They are all educated together?—Yes.

4351. And receive precisely the same tuition?—Precisely.

4352. What, generally speaking, is the station of the day scholars?—It goes through many grades, from the son of a gentleman to the son of a labourer, a washerwoman, or a blacksmith.

4353. Do you find the labouring classes anxious to send their children to this school?—Yes, it is an object of traditional ambition in the place to belong to the school.

4354. (*Lord Lyttelton.*) They want to get on the foundation?—They receive their education free, but I do not recollect a case of one being on the foundation.

4355. (*Lord Taunton.*) Do you find that they are able to pursue their studies in the same way as the other boys, and to profit by them?—Not many of them, I should say. They come from very illiterate homes, which makes a very great difference indeed. I am obliged to admit them if they are 10 years of age, and can read and write fairly.

4356. In what way do you manage the tuition of that class of boys who do not show an aptitude, or to whom it might not be desirable that they should pursue the higher branches of study?—A certain number of them remain in the first form at the bottom of the school (which is in fact composed only of those boys), but as they get to the head of that they are promoted, and go on through the school. I should say a great number of them derive considerable benefit from it.

4357. So that those boys have an opportunity, if they show a desire and fitness for it, of obtaining as good an education as could be desired for any boy?—Quite as good.

Rev. S. A. Pears, D.D.

17th May 1865.

4358. Do you find occasionally that they do profit by it?—Occasionally.

4359. Are there any instances of boys who have owed their success in life to the opening thus afforded them of acquiring a higher description of education?—Yes, certainly; I could mention a few. The usual object of boys who have thus been through the school for three or four years (they do not stay longer), is to gain a clerkship on the Midland Railway, or a clerkship in a brewery at Burton. They have no higher ambition than that.

4360. Do you find with regard to the discipline of the school that this admixture causes difficulty?—It has not caused very much difficulty, for this reason, that they do not associate at all with boys out of school. In school I find not much difficulty in giving them perfectly fair play, out out of school I have found it necessary to separate them entirely. They live mostly out of the bounds of the boarders, and they have no association with them at all.

4361. Have you reason to believe that the poorer people in the neighbourhood attach great importance to these facilities?—Certainly in the village of Repton they do.

4362. They draw a distinction between this kind of education, and the common education that would be given at a national school?—Certainly.

4363. What is the cost of board and tuition to one of the regular boarders who has no special advantages?—76*l.* a year. Compared with many of the other better known schools, the incidental expenses of the boy are less in proportion; they are less, for instance, than at Harrow, which I know best. At Harrow the school bills sent home with a boy (which of course include his own tradesmen's accounts), amount to nearly 160*l.*, while with us it averages rather more than 90*l.* year.

4364. Still that sum places the school rather beyond the reach of any portion of the middle classes, except what may be called the higher division?—Quite so.

4365. I presume they are, generally speaking, the sons of clergymen and of professional men of the higher grades?—Yes, and country gentlemen. I think at this time half my house, which consists of 63 boys, are the sons of clergymen.

4366. Do the boys educated at your school in this manner frequently go to the Universities afterwards?—Yes, generally; of those who are tolerably successful, and who go through the sixth form, almost all go to the Universities.

4367. Do boys come to you frequently from preparatory schools?—Yes; the great majority come, I should say, well prepared after a year or two at a preparatory school.

4368. What estimate do you form of the description of the instruction which they receive, speaking generally, in these schools?—Those with which I am acquainted give me the impression of being very good, and affording very good preparation.

4369. Are they chiefly schools in your neighbourhood?—Not entirely in my own neighbourhood.

4370. Are they mostly private schools?—I am speaking entirely of private schools, such as schools at Brighton and on the coast, and one or two in the Midland Counties, in our own neighbourhood, which I think very good.

4371. You find that the boys who come to you come in a very fair state of preparation from these schools?—Yes, a very considerable number do.

4372. Are they able to spell accurately?—Yes. There are exceptions. I sometimes have an English exercise sent up to me to observe some grotesque spelling of a little boy; but in the main I should say it is not the case by any means. They come from good homes, and are really well taught at home for the most part. I consider that I have very good material indeed.

4373. At what age do they come?—They are allowed to come from the age of 10 to 15, but in general my lowest form very nearly averages 13, so that they do not practically come until then.

4374. Is any religious test required for the admission of a boy?—No.

4375. In practice, do boys of different religious persuasions come to your school?—Among the day boys it is so, but it is not commonly so among the boarders.

4376. They are chiefly members of the Church of England?—They are chiefly members of the Church of England. All the boarders attend my chapel.

4377. Do you insist upon it?—Yes.

4378. You would not allow a boy to attend a service other than the Church of England?—No.

4379. (*Lord Lyttelton.*) Has there always been a chapel at the school?—No; it has been built in my time, about six years ago.

4380. Is it licensed?—Yes.

4381. (*Lord Taunton.*) The day boys do not go to the chapel because they go home?—Yes.

4382. Is it required by the statutes of your institution that the head master should be a clergyman, or at least, a member of the Church of England?—Yes; the head master must be a clergyman of the Church of England. The founder, perhaps it may be well to say, was a Roman Catholic. The foundation took place in the last year of Queen Mary.

4383. Who was the founder?—Sir John Port was the founder. One of the present trustees, Sir Robert Gerard, is a Roman Catholic. I ought to have mentioned, with reference to the eight foundation scholars, that are in the patronage of the governors and Sir John Crewe, that on my application on going to the school 11 years ago, the governors gave me, very kindly, each an alternate turn to throw a scholarship open for competition in the school; and Sir John Crewe, with the limit of a certain number of presentations, gave me the same, so that I have one scholarship a year to offer for competition among the boys.

4384. If you do not object to tell us, will you have the kindness to state whether any alteration in the present system, either by the legislature or by the charity commissioners, would in your opinion render the school more extensively useful?—Yes, I think certainly that such a change might be introduced.

4385. Will you have the kindness to describe the nature of the change you contemplate?—The principal object would be to transfer the arrangements of the estates and property from the present court of managers, as it is called, so that we the masters, scholars, and old men should cease to be a corporation; that we should cease to manage our own property; and with the consent of the governors, to appoint a board of trustees to act with them, of the same character and stamp as those of Harrow and Rugby. That has been proposed, and I think such a proposition will shortly be laid before the Charity Commission. It must be done by an Act of Parliament, because we are at present

Rev. S. A. Pears, D.D.

17th May 1865.

acting under such an Act. I think it could not be done by a mere scheme.

4386. Am I to understand that the charity commissioners are now occupied in investigating this subject in your case?—Yes; one of the inspectors is now drawing up his report, which will be ready in a very short time.

4387. You have never found the authority of the old men practically interfere injuriously in your case?—No. In the last few years there have been disputes in the hospital between the old men and the master of the hospital. They have shown a good deal of ill-will and suspicion, and have given the impression in their own parish of Etwall that the funds have been misappropriated. They have given trouble in that way only.

4388. In what rank of life are these old men?—Quite the poorest.

4389. Though they may be very respectable they are obviously unfit for the management of a great school?—Totally.

4390. (*Lord Lyttelton.*) Have you any entrance examination to qualify the boys for admission?—The home-boarders are just examined to see that they can read and write.

4391. But not those on the foundation?—In the same manner they must be so far qualified.

4392. Able to read and write?—Yes. As a general rule they are far above that.

4393. All the boys are subject to this entrance examination?—I do not examine my boarders. I simply ask them what Greek and Latin books they have been reading, because they are generally so far prepared. I have never had one who has not been at least reading Latin.

4394. You have three classes; eight foundationers, so many boarders, and so many day boys?—Yes.

4395. How many boarders?—166.

4396. And about 36 day boys?—Yes. The school has increased very quickly, and it is still increasing.

4397. Does this mixture of classes which you speak of apply to all the boys?—No; the boarders are pretty much of one level; the sons of gentlemen, professional men, and merchants.

4398. But the day boys are from all classes in the town and neighbourhood?—Yes; from the village alone. It is but a village.

4399. You stated that you did not think the mixture of classes worked well?—It has not worked amiss; but there are certain conditions attached to it in my school, which are I think very unfavourable. One is, I think, that the education is perfectly gratuitous, and the value of it is not entirely owing to the foundation, which they have a right to claim, but it is in fact due to the payment of the boarders. Again, the fact of the number of those free boys being wholly unlimited is going on a wrong principle, and it certainly does act very injuriously, because if the school happens for a time to be in repute there is a great rush to get in, and if it fails in its repute the numbers immediately fall off. The school has for many generations had the character of constant fluctuations. It has been at times quite a distinguished school; I mean as a public school in connexion with the Universities. In the time of Mr. Macaulay and Dr. Peile we have had many distinguished scholars at Oxford and Cambridge; but at the close of each master's period the school has been almost empty, and in very bad condition.

4400. Is this privilege of free education extended to the whole parish of Repton?—Yes.

4401. And no further ?—And to Etwall ; but the parish of Etwall is four miles off, and the school is not very much used by them.

4402. What is the population of Repton ?—1,700.

4403. Have you ever observed that it attracts people to come and reside there for the sake of the school ?—It would attract them so as to overwhelm it entirely but for certain difficulties. One is, that it is hard to get houses. The applications I have had from persons of good standing in the world and good fortune have been very numerous. Another has been this, that it has been invariably asked, "What is the "character, station, and position of the home boarders ?" and when I have answered that that they of all classes down to the sons of blacksmiths and washerwomen, the application has been immediately withdrawn.

4404. Is simple residence sufficient ?—Simple residence for a single day. There is no limit of any sort or kind, so that a perfect stranger may come to me with two or three boys, without any notice, and say, I have taken such a house, you must take my boys and educate them.

4405. Do the day boys associate with the others in their games and generally?—Not at all. They do not associate among themselves. They are not all of one class ; and there is a good deal of jealousy among them.

4406. (*Lord Taunton.*) I think the head master is appointed by the governors ?—Yes.

4407. They have the power of dismissal ?—Yes ; I think they have.

4408. How are the other masters appointed ?—The two foundation masters are appointed also by the governors.

4409. They have the power of dismissal in their cases ?—Yes.

4410. Do you find that the governors interfere at all with your management of the school ?—Not in the least. They have no periodical meetings, for this reason, that they have no occasion to meet for the purpose of managing property.

4411. Do you find any inconvenience from this want of sufficient control over your assistant masters ?—What I said referred only to the two foundation masters. I have my own assistants, university men, at present seven in number, over whom I have entire control ; but with reference to the two foundation masters I have never found any inconvenience.

4412. (*Mr. Acland.*) Still do you think it desirable or not that you should have the power of appointing all the masters ?—With reference to the appointment I am not prepared to say, but as to the power of dismissal, I do not think it is desirable.

4413. It is a point to which you do not attach great importance, the power both of appointing and removal ?—No.

4414. (*Mr. Baines.*) You say the trustees do not meet for the management of the property, how is that property managed ?—It is managed by ourselves, we constitute a board of management. As I was explaining before, under the Charter and the Act of Parliament, the Master of the Hospital and the three Foundation Masters of the School, together with the three "ancientest men" in the Hospital, are constituted a board of management, to manage all the estates ; and the actual manager, the Bursar of our society, is the Master of the Hospital.

4415. Are there trustees in addition ?—They are not trustees ; they are hereditary governors. They hold the position rather of patrons and of visitors ; they appoint the scholars, the old men, and the masters ; and in case of any new regulation they are referred to, and

Rev. S. A. Pears, D.D.

17th May 1865.

they make it; but they have no meetings, for the very reason that they have no management of the property.

4416. To the boys of Repton and the immediate neighbourhood the school is perfectly free?—The boys of Repton and Etwall.

4417. You make a charge to others?—Yes.

4418. (*Mr. Acland.*) You have had to consider certain inconveniences in your own constitution; can you state what, in your opinion, would be the best constitution for the government of such a school as yours?—I want nothing better than as it is at Rugby; that seems to me to be the very best constitution.

4419. (*Lord Taunton.*) Is it such a scheme as is now before the Commissioners?—I am not sure that the inspector has quite made up his mind, but I think he has a scheme of that description. I may mention that, in the discussion which took place during his visit, which was called for by the disturbances in the hospital, it was necessary to go into the whole case of the school, and it appeared that, though not at all in our own village of Repton, but at Etwall, there was a feeling that in case of a new board persons should be appointed from the parish. For some time past the school has been claiming, and has virtually attained, the position of a public school; that is, we have boys of the same rank as the public schools; our system is the same; they are doing as well at the Universities, and they come from, I may say, all parts of the world. I pointed out that the constitution of the board of governors would probably settle whether it was to take the place of a public school or to be a village school. If the board were elected in the place, I cannot see that it could maintain its present position at all. I wished that it should consist of gentlemen of standing, like the present governors, from two or three neighbouring counties, and that it should be constituted like the board at Rugby or Harrow.

4420. Do you believe that the hospital is of much use to the neighbourhood?—I should think quite the reverse. I think the inspector is, on the whole, prepared to say so.

4421. (*Mr. Acland.*) In referring to the case of Rugby, you mentioned gentlemen of certain position in point of property in two or three counties; have you considered what is the best mode of electing such a board?—You mean after the first appointment?

4422. Yes?—I should have said that they should themselves elect to fill up the vacancies.

4423. (*Dr. Storrar.*) Have you any difficulty in securing the regular attendance of the day boys from the circumstance of their not paying anything?—I have had none at all; they are very punctual indeed. I think, though many of the parents are not at all of a high class, they are very sensible of the advantages of punctuality and obedience, and they quite appreciate it.

4424. Are there any other schools in Repton?—Only an ordinary national school.

4425. Do you think it would be an advantage to have a separate school for the boys of the village of Repton, taking away a certain portion of the endowment of the school for the purpose of maintaining the separate school?—Yes, I think it would; I have given that opinion to the inspector.

4426. In that way maintaining, out of the endowment of the school, a subsidiary school appropriate to the education of the lower section of the middle classes?—Yes; on the condition that it should not be really gratuitous; my own strong conviction is, that it is a bad thing to have it totally gratuitous.

4427. In fact it would be rather an exceptional state of things (and

perhaps it is an exceptional state of things now); that you should have boys paying for admission to a national school and coming to the Repton school without any payment at all?—Quite so. At present the master pays for the lighting, cleaning, repairing, printing, and everything of that description. The funds do not allow anything for it; and I do not think that that is a good state of things.

4428. May I ask you, supposing that such a scheme was carried out as the institution of a subsidiary school, and supposing that it was desirable that the education conducted in it should be superior to that given in the national school, what would be the kind of education that you would sketch for that school?—I ought to say that the subsidiary school in my own mind would be only part of a more general scheme. I had thought of retaining in the public school, if I may call it so, a place for a certain number of boys to come from the neighbourhood, and to allow the subsidiary school in the village to be merely a preparatory school for that. I had thought of making it more useful in this way. The condition that I began with was that the number of free boys should be limited. It is impossible to express what an evil it is to have it unlimited; what a restraint it is on the master when the school is doing well, and when he is anxious to benefit the boys, to feel that the reward for anything that he may do for them is to double the number, and to attract strangers to it. It is almost impossible to carry on measures for their benefit with that burden upon one.

4429. So that the subsidiary school would occupy very much the place of a training school for your grammar school, and that out of this school would be drafted the most meritorious boys?—Yes; if I were allowed to have the number of the free boys limited, and make them subject to competition, I should be very glad then to throw open the liberty to come from every parish that borders on Repton. My belief is that if there were that object to come to the school it would be an impulse to all those village schools, which would be far more valuable than to have an unlimited admission of a few in the immediate neighbourhood.

4430. (*Lord Lyttelton.*) You would not wish to have it open to the whole country without any legal restriction?—No; if the boys live with their parents and came from great distances it is difficult to insist on discipline and to keep up punctuality. It is an evil for the boys to come from a distance. I do not think they can work as the others do.

4431. (*Lord Taunton.*) You think it would be useful if other grammar schools throughout the country were treated on the same principle, and made the centres of education, with facilities for all classes, and with advantages to those who wished to push education beyond the elementary parts?—Yes; and especially that the foundation funds should be used more in the way of prizes for the deserving than to give a free education promiscuously.

4432. Have you at all fixed in your mind what would be the fee that you would propose for boys attending that subsidiary school, or those subsidiary schools, which you propose to establish?—I think you must make it uniform. I do not think you can attempt a distinction of classes. They are not a wealthy set of people at Repton, and I have thought that 10*s.* a quarter or 2*l.* a year would be about the charge.

4433. Then you would propose that the school, the fabric, should be created out of the funds of the foundation?—Yes; and the master's salary in part paid. My idea of paying such a master would be not entirely by a fixed salary, but by a small fixed salary out of the funds,

Rev. S. A. Pears, D.D.

17th May 1865.

and then so much a head added to the payments of the boys to encourage his exertions.

4434. The nature of the education would be common English, and perhaps the elements of Latin ?—Yes.

4435. Mathematics ?—Ciphering as they call it. I assume that they should have a master qualified to carry them on to the higher branches, because I think in such a school in many cases boys would not choose to go on to the other, but would stay.

4436. In fact the school would embrace boys who might be destined for commercial life, and for which the higher education of the grammar school might not be indispensable ?—Yes ; though that higher education is of great advantage for commercial life.

4437. May I ask with reference to the school that you conduct at the present moment, whether you teach any department of science ?—No, we do not.

4438. It is mainly classics and mathematics ?—Yes.

4439. Do you teach modern languages ?—French is taught as a part of the school system.

4440. (*Lord Taunton.*) Do you consider it incumbent upon you to teach Latin and Greek ?—Yes, quite.

4441. (*Dr. Storrar.*) Have you any exhibitions to the university at all ?—We have two exhibitions of 50*l.* a year each, which are confined to the eight scholars only. The foundation, the Charter, and the Act of Parliament only recognize these eight boys as on the foundation, the boys in the neighbourhood coming by custom only. Sir John Port did not found the school expressly for the neighbourhood ; he named Repton or Etwall, and left his executors to fix the place, because he had property in both places, but he expressly does not name that it is for the boys of those parishes. It is rather as a place of learning ; there are three masters to teach grammar, and eight poor scholars to be entirely taught. There is no mention of the neighbourhood at all.

4442. You say that the boys who come to the school as boarders, are for the most part connected with the Church of England ?—Yes. I have had cases of boys from Scotland, who were Presbyterians.

4443. But they do not scruple to fall in with your system ?—Not in the least. I have had one or two instances where a boy begged to be excused being confirmed,

4444. (*Lord Taunton.*) Have you any English Protestant Dissenters or Roman Catholics ?—Not that I know of among the boarders. There are several Dissenters among the day boys.

4445. (*Dr. Storrar.*) Would it be in the power of the governors to nominate, say the son of a Roman Catholic to a scholarship ?—I do not see anything to prevent it. I should require such a boy to attend my teaching in the chapel.

4446. Do you think you could enforce it ?—In a school you could not do otherwise. What is a boy to do at large when all the other boys are in the chapel ? The mere discipline of the school would require it.

4447. My question was suggested by the statement that one of the governors was a Roman Catholic, and I presumed the possibility of his exercising his right by nominating a Roman Catholic boy ?—It might be done, no doubt.

4448. Have you any opinion upon the subject of school inspection, as to whether in the case of endowed schools it would be desirable to institute some plan of systematic inspection ?—For a school of the size and character of mine I do not think it desirable ; it is so extremely difficult to find a man who can inspect the whole school well.

4449. My question is suggested by the accounts we constantly get of the misappropriation of endowments. Looking upon the state as the superior trustee of endowed schools, do you think it would be advisable or not that there should be some system of inspection of schools, going to this extent, to secure that the school was active, and that the teaching was efficient?—I am so used to have to do with schools that have a sufficient check already in their standing with respect to the University, that I can hardly say whether it would be desirable or not. With reference to the appropriation of funds, the Charity Commission I think already inspect. We send a return of our accounts every year to the Charity Commission.

4450. Have you any difficulty in getting good assistant teachers?—No, none at all.

4451. Have you at all turned your attention to the question that has been a little discussed of late, as to the expediency of instituting a system of certification and registration of schoolmasters?—No, I have not.

4452. (*Mr. Forster.*) The boys that come from the neighbourhood are of a different class from your boarders, they are all day scholars?—Yes.

4453. You have stated that you found it necessary to make a separation out of school hours, may I ask for what reason you found it necessary?—Their stations were so very different. Their means of joining in games, their allowance of money, everything placed them on so very different a footing, that I could not compel them to amalgamate, and there was a very great unwillingness to amalgamate. There is a good deal of jealousy among the different grades of the home boarders themselves. The day boys are looked upon by the boarders as of a different class altogether, and I found it quite impossible to avoid constant skirmishing.

4454. Do you find that any evil arises from the boarders being able to get communication with the country through these day boys?—None whatever.

4455. Do you think that this difficulty of amalgamation, which prevented their joining together in games in any way, interfered with their school work?—No, I think not. I think, as I have said, that we have succeeded in gaining them perfect fair play in the school; I ought to say with respect to any jealousy of the class it is merely confined to lower boys. Most of these home boarders are young, and in the lower forms, and there is a constant tendency to jealousy, and a sort of skirmishing between the younger boys of the two classes. It is not shared in by the elder boys of the school. I do not know any other case where the difference is so wide as in the case of the boys working together in my school. It ought to be observed that the two classes have been growing very rapidly side by side. Usually the one class thrusts the other out, as is very well known by anybody who has experience of schools; but in this case the boarders have been advancing in numbers, and I think also in station, and at the same time the home boarders have been increasing in numbers.

4456. (*Lord Lyttelton.*) They are entirely mixed together in the classes?—Entirely. I have had the captain of the school, one of these home boarders, for a year at a time.

4457. (*Mr. Forster.*) From what station of life did he come?—His father is a man living on small means; a house agent; a shrewd man, but not a highly educated man.

4458. Has the boy distinguished himself since?—There were two brothers successively captains of the school. One went to Oxford. He

Rev. S. A. Pears, D.D.

17th May 1865.

got a scholarship and a first class, and he is now one of the masters in a public school. The other, though a very clever boy, had no great turn for letters. He would not go to the University. He declined that, and entered the Midland Railway at Derby as a copying clerk at the bottom of their list. He was a very clever fellow, a good Latin and Greek scholar; he could read French well and write French a little; within six months he was selected to be private secretary to the general manager, and he is now, after about six years, at the head of a department. It was his education simply which did that for him. He had not had a moment's training in the specific work of an office. I do not suppose he understood what the meaning of book-keeping was.

4459. Was he one of the scholars that came from the village?—Yes; but it is very rarely that that class of boys attain to that. They come from very illiterate homes and their society in the village does not cultivate a taste for polite letters at all. They seldom rise above the very lowest forms.

4460. Some of them are the children of labourers?—Yes.

4461. Do you think that the inhabitants of the village of Repton consider that the fact of this school existing is a great privilege?—Yes, they do, no doubt. A great deal of money is spent in the village. It is not purely from the love of learning, but the tradesmen make their living out of the school.

4462. (*Lord Taunton.*) I think you also stated that the labouring classes in the village do think that it is a great advantage that there should be a school in which their children may not only receive the ordinary education of their class but may have facilities and opportunities of pushing their way into a higher grade of society?—I think they do. Those who send their sons to the school are mostly tradesmen, but now and then labourers. There are not many labourers.

4463. (*Mr. Forster.*) I suppose you would consider that the evils which flow from this amalgamation of two different classes are evils which affect the boarders, the children of the upper classes, more decidedly than the children of the villagers?—The evils affect the children of the villages. I did not think of evil to the boarders.

4464. Then there is the advantage of their getting an education which otherwise it would not be possible for them to obtain?—I was speaking of association out of school. I thought you meant that. I myself insist on their being separated out of school, and that is mainly for the sake of the village boys.

4465. (*Lord Lyttelton.*) Used they to amalgamate together before you made that regulation?—No; there was no law about it. Now and then a boy of a little better stamp, or a pushing boy, would get his foot into their playground and play with them. There were constant disputes and quarrels about it.

4466. (*Mr. Forster.*) What I mean is this; the evil which flows from the difficulty of amalgamation which you are obliged to stop you consider affects the poorer boys?—Yes.

4467. In what precise way is it an evil to them?—I think if I were to insist on their being admitted to the playground and sharing with the other boys entirely, that is, belonging to their clubs and other proceedings, it would, in the first place, be ruinous in point of expense, because the boarders spend considerable sums in pocket money every quarter; and as the others are of a lower class and mostly younger boys, they would degenerate into a very low kind of fag. That is what I should be afraid of, and I should have a constant fear too of their being ill-treated. It has been mainly for their protection.

4468. (*Lord Lyttelton.*) Do they not, generally speaking, leave much earlier than the other boys?—They do generally.

4469. They do not compete much with the boys of the upper class of the school?—Not very much. At this time I have got one such boy in my sixth form, and I think two in the upper fifth, and so on, but they are chiefly at the bottom of the school.

4470. Is there any difficulty in carrying on the studies of the school from this mixture of classes?—No, there is not.

4471. Whatever difficulty might exist would be much diminished by their not being together in the upper part of the school?—I do not think there is any difficulty there. I think, whenever those boys do come to the upper part of the school, they work together with the others very well. One of the great difficulties is, that it is a very great increase of anxiety to the master, because there is a constant danger of troubles arising from such boys.

4472. Your opinion would be still more, I presume, against the mixture of different classes in the same boarding school?—I think so. I think it would be very difficult indeed to manage. It is not the fault of the boys, it is the fault of society, I think. We see it among the different grades of the home boarders, that they will not associate; they are more jealous of one another than the boarders are of the rest. I never saw a man yet who would send his boy to a school in order to associate with those lower than himself.

4473. (*Mr. Acland.*) What proportion of your boys go from the upper part of the school to the University?—I can only speak conjecturally, in round numbers. From the sixth form, of those who stay long enough to attain to the sixth form, I have no doubt that as many as five out of six go to the University, but many leave in a lower part of the school, some of whom I cannot trace; many others go into business, and many go into the army.

4474. Do any considerable number of your boys leave the school before they come to the top of the school for the purpose of going into business?—I am a little at a loss to answer whether they go into business. I cannot always trace those boys. Boys leave at different standings in the school, some to go into the navy, others into the army, others to go abroad; eventually to go into business; and we hear of some changing their minds and appearing at the University again. I can hardly say distinctly. There is a question constantly put before me by men of business; and that is whether in the case of a lad intended for business (the son of a father engaged in business) it is worth while that he should go to the University first, or not? In many cases, now, I find they stay and go through the University.

4475. Do you think that compared with Harrow as large a proportion go from the upper part of the school to the Universities?—Quite as large.

4476. Still you have a considerable number who go into professions and probably into the Indian Civil Service?—Yes.

4477. Do you think that the same course of training as prepares for the Universities, is, without any modification, equally suited for those who are passing at once from the school into some form of business or professional education?—Yes, I do.

4478. Without any modification?—Without any modification. Up to that age I do not believe you can employ the mind of a boy better than in the regular school course. It is not that I undervalue what will come afterwards, but, up to that age, it is the best way of employing the time.

Rev. S. A. Pears, D.D.
17th May 1865.

4479. Is the lower part of your school distinctly preparatory to the upper ?—Yes.

4480. And that again for the Universities ?—Yes.

4481. Is it your opinion that for the poorer class of boys whom you have to deal with that preparatory education is really the best for their after life ; that is, if you were not hampered by the particular arrangements of your school ?—It would be the best if they could take full advantage of it, but they are not sufficiently prepared when they come from home to take full advantage of it.

4482. I think you said you had several farmers' sons ?—Farmers' sons, tradesmen's sons, and labourer's sons.

4483. At what age do those boys who are going to be farmers generally leave you ?—At 15.

4484. To do the best you could for a boy who was going to be prepared for a farmer at 15, would you simply give him the preparatory education necessary to fit him for your sixth form ?—It would depend entirely on whether he was capable of taking it in, and what progress I found him making. If I found that he was not capable of learning Latin and Greek I should advise him, on the contrary, to go to a strictly commercial school ; if I found he was capable I should try to persuade him to stay at the school till 17 or 18.

4485. When you say a strictly commercial school, do you think it impossible, to give a really liberal education to a boy, who is going to be a farmer or a tradesman, which should be something very different from what we may call strictly commercial, and yet which would not be simply a preparatory part of the University education ?—When I say " strictly commercial " I mean devoting more time to English and arithmetic.

4486. Would you explain what kind of modifications you would make for that purpose ?—I think, even if a boy were to leave at 15 or 16, I should still prefer that he should learn Latin. I think it is the best vehicle we have for teaching grammar at all.

4487. Should you make any difference in your method of teaching Latin if it was intended to be with a view to the more intelligent use of English and the general training of a boy who was to spend his life in business as distinct from the earlier stages of studying Latin with a view to make a scholar at the University ?—No, I do not think I could make any difference. It must always be borne in mind that in a general school it is a great advantage to boys who are not going to the University to be working side by side with those who are.

4488. It has been stated that looking at the occupation of a large number of the middle class, that any benefit to be derived from teaching Latin would be greater if the period of commencing Latin were postponed ; if the boy's mind were opened early in life by those branches of science which tend to cultivate habits of observation ; have you any experience on that subject ?—No, I have no experience on that subject, but I have a very strong opinion that the opening of the mind by simply putting knowledge into it is a delusion. I think you should from the earliest days endeavour to make the staple of your system that class of subjects on which a boy can work and can be made to work. It is extremely difficult I think in teaching physical science to insist on work.

4489. You would go so far as to say that interesting a boy is quite useless in reference to the opening of his mind ?—Not useless, but I think the staple of education should be something which requires work on the part of the boy ; work suitable to his age, and work which could be checked by the master. I think that is the necessity for the staple. I should say that in my school I take particular pains

to give encouragement to other branches which are not, I think, much encouraged in other schools ; as, for instance, the study of botany, the study of music, and the study of drawing. Those subjects are very much encouraged, but then I would never use any one of those three subjects as part of the staple of education.

4490. Have you observed any considerable results from the teaching of drawing in your school in its effect on the boys' accuracy or other qualities of mind ?—It is very difficult to test the effect, but I have no doubt that it is having a very good effect.

4491. Have you a thoroughly first-rate drawing master ?—Yes, he happens to be a most admirable drawing-master. It interests and partly educates a class of boys very often who are not capable of distinction in other branches.

4492. Have you been able to observe any results in the training of the mind from music ?—No, I cannot say that. It is a very happy pursuit, it is a great accomplishment, and, again, it interests and occupies another class of boys, many of whom we do not catch hold of in the regular work of the school. All the boys learn to sing in parts to a certain degree. Our chapel choir is sustained entirely by the school without any accompaniment, and they sing in parts well. It works exceedingly well. It is part of the school discipline.

4493. Assuming that your boys have been thoroughly well trained by language and mathematics up to the age of 16 or thereabouts, have you any experience of the effect of physical science on their mental cultivation, after that age ?—No ; I have no experience.

4494. (*Lord Lyttelton.*) Is botany taught as an optional subject ?—It is optional. I cannot say it is " taught ;" it is encouraged.

4495. How many boys in your school on an average learn it ?—There are never less than 20 at it. They show wonderful zeal and patience in the collecting, arranging, and naming of plants.

4496. Is botany the only branch of physical science, either of observation or of experiment, which is ever taught in the school ?—That is the only one.

4497. You never introduce the common science of chemistry ?—Except by occasional lectures. I have allowed boys who have a taste for it to have a room to work in in my house, but not systematically.

4498. Do many of them avail themselves of that ?—There was a time when they did. There is nothing of the sort going on now.

4499. As a mental training you do not attach great importance to it ?—No. I think that some of the parts of our training which are less thought of, and less spoken of, are in the long run the most valuable, such as the nightly exercise of translation into English or from English, and the daily learning by heart. All those things are I think of very great importance.

4500. (*Sir S. Northcote.*) Do you not consider it important to develope the faculty of observation in boys ?—I do, very much.

4501. Do you consider that the study of physical science is not an important mode of developing their powers ?—I think it is very important, but it is a comparison of subjects of importance. I think what is done by the regular classical work, of which in the main all boys are capable, and which can be checked and insisted on by the master, is more important.

4502. Do you consider that a boy can be said to be completely trained who has not the faculty of observation developed as well as the faculty of reasoning ?—Perhaps not completely trained, but I think that the best preparation for the observation and orderly arrangement of what they observe is to be found in the general training of the mind first.

Rev. S. A. Pears, D.D.

17th May 1865.

4503. Do you think that, as a matter of fact, boys who have been exclusively trained to classics and mathematics are as observant when they grow up as they would have been if they had had some training in physical science at an early age?—I have not experience enough to say.

4504. Do you think that the study of one excludes the study of the other, or may they not both be carried on together?—I think they may be carried on together, but you must make one the staple of the system, I think.

4505. (*Lord Lyttelton.*) You could find room for the other?—Find room for the other if you can, but really one cannot find room for all.

4506. Could you find room for both?—Scarcely, I think.

4507. (*Dean of Chichester.*) I gather from what you have said that you consider a broad non-professional education to be desirable before the mind is narrowed at a later period to the professional point?—Yes. May I observe, with respect to that general training, that my idea of it is this: that the object of education is, practically, to promote correctness of apprehension and accuracy of expression. For instance, I suppose it is true that if any person were making a speech, or reading a paper on a subject of general interest to a company, consisting of a hundred different persons, men, women, and children, selected indifferently, there would probably be a hundred different degrees of correctness with which the substance of the paper was apprehended; and then again, if they were asked to reproduce on paper what that substance was, there would be a hundred different degrees in the accuracy of the words; and my firm belief is, that the well-trained scholar who has gone through the mixed course of classics and mathematics which we give, would, in the long run, have an advantage over the rest.

4508. (*Lord Taunton.*) Have you turned your attention to any means by which you think the benefits of education might be more universally diffused throughout the country with reference to the wants of the lower division of the middle classes?—Yes; I have thought that by means of proprietary colleges on a large scale many of the special benefits of the public school life and public-school discipline might be obtained.

4509. Perhaps you will have the kindness to put on paper any views that you entertain in that respect?—Yes.

4510. (*Mr. Acland.*) Have you any suggestions to offer on the better application of small endowments in cases where it is impracticable to have a school on the scale of your own?—We happen to have in our neighbourhood several grammar schools, and I cannot help thinking that if the endowment were used in some way as I suggested; that if it was open to parishes within a certain distance, or those which touched the parish, and a limited number of scholarships granted it would be giving an impulse to the village schools; it would set up a system of competition.

4511. (*Lord Taunton.*) You think that would be more useful than attempting, by small endowments, to give direct instruction?—Yes; it would be direct instruction, but it would be giving them prizes to compete for.

4512. (*Dr. Storrar.*) The prizes would be obtained by the conversion of these endowments into the subsidiary schools which you were speaking of a short time ago?—No, not subsidiary schools; I would make them the principal schools of the district, but offer to the village schools in the neighbourhood the privilege of sending boys by competition into the school.

4513. (*Mr. Acland.*) You would not affiliate these small endowments to a central school like your own ?—No; they are out of our reach. I would make them the centres of day schools immediately in their own neighbourhood.

Rev. S. A. Pears, D.D.

17th May 1865.

CHARLES WRIGHT HANKIN, Esq., B.A., called in and examined.

C. W. Hankin, Esq., B.A.

4514. (*Lord Taunton.*) You are now, I think, the head master of King Edward the Sixth's Grammar School at Southampton ?—Yes.

4515. Were you ever connected with any other school ?—I was at the proprietary college at Cheltenham.

4516. (*Lord Lyttelton.*) How long were you there ?—Nine years.

4517. (*Lord Taunton.*) How long have you been at Southampton ?—Five years next Midsummer.

4518. What is the scheme of foundation of that grammar school ?—There is a foundation of 175*l.* a year, and there is also a residence attached to the school buildings. There is no other foundation belonging to it.

4519. There are no other pecuniary advantages ?—None.

4520. What is the government of the school ?—The government of the school is vested in the charity trustees; that is to say, the trustees of the charities of Southampton. There is no special governing body for the school itself.

4521. How are those trustees chosen ?—I believe they are appointed by the town, subject to the approval of the Lord Chancellor, but I am not quite certain.

4522. What number of them are there ?—About from 12 to 15, I think.

4523. Do they take an active part in the management of the school ?—Scarcely any part.

4524. Do they appoint the head master ?—Yes.

4525. Have they the power of dismissing him ?—I believe so; that is to say, under certain circumstances. I believe he holds by right absolute during good behaviour, but on moral grounds I imagine they could dismiss him. I am not certain whether they could dismiss him for mere incapacity as a teacher.

4526. How are the other masters appointed ?—The usher is a foundation master, and was appointed by the head master with the sanction of the trustees. All the other masters were appointed by the head master alone.

4527. Absolutely ?—Absolutely.

4528. Has he the power of dismissal ?—Yes; the dismissal of the usher as a foundation master might require the ratification of the trustees.

4529. Do the trustees interfere in any way with your conduct as head master, either with regard to the tuition or the discipline ?—Not in the least. They have acted principally since my election as paymasters, or rather the recipients of the stipend, which, according to a compromise, I believe is paid over by the corporation to them for the maintenance of the head master of the grammar school. Of course, in case I appeal to them, they will listen to anything I have to say, but as a matter of fact they never interfere.

4530. How many boys are there in your school ?—Ninety-six.

4531. Are they all boarders ?—I do not take boarders myself. There are 19 boarders in the houses of two of the under masters, but that has only been within the last year and a quarter. There were no boarders before that time.

4532. Are there any pupils admitted as of right into the school ?—

C. W. Hankin, Esq., B.A.

17th May 1865.

The sons of all residents in Southampton, that is to say, the sons of all ratepayers of the town and county of the town of Southampton, are admissible, as matter of right, on the payment of certain capitation fees.

4533. What is the cost of the education to one of those boys?—£6 a year is the general tuition fee, and 2*s.* 6*d.* a quarter is charged for stationery.

4534. Considering the population of Southampton and its neighbourhood, the benefits of this school do not seem to have been very largely used?—No.

4535. To what do you attribute that circumstance?—In the first place to the mixture of classes in the school. All persons, whatever their position in society may be, have the right of sending their sons, and I suppose that the gentry and the professional men of the town and neighbourhood, those, at all events, whose income allows them to do so, prefer to send their sons elsewhere, where there is no such mixture. In the next place, the class below that, I think, very rarely, as far as my experience goes, avail themselves of public school education; they very much prefer private school education.

4536. What is the class of society to which in the main your pupils belong?—They belong to all classes, but the majority of them are the sons of tradesmen.

4537. Of small tradesmen?—No, they vary; some are the sons of wealthier, some of small tradesmen, some of *employés* on the railway or in the docks, some few of clergymen, officers, and professional men.

4538. Is there anything peculiar in your education, or is it the usual education composed of classics and mathematics, that is given in this school?—It is peculiar in so far that Greek is omitted in a certain part of the school, by my recommendation to the trustees; but the omission is not allowed by the statutes.

4539. Do you teach modern languages at all?—Yes; but they are taught, not as a part of the general tuition, but as optional extras on the payment of certain fees fixed by the trustees.

4540. Is physical science taught?—No, not at all.

4541. (*Lord Lyttelton.*) Are you at liberty to introduce it if you think proper?—I do not think the trustees would have any objection to any alteration in reason that I proposed to them.

4542. (*Lord Taunton.*) Under what constitution is your school conducted; is it under an Act of Parliament or a Chancery scheme, or what?—There is a charter granted by Edward VI., and a body of statutes dated 1674, providing for alterations from time to time, with the consent of the Bishop of Winchester, as occasion shall require. In accordance with this proviso there were drawn up in 1840 new regulations on which were founded the present trustees' rules and regulations.

4543. (*Lord Lyttelton.*) How long ago was that?—I think it was immediately before my nomination, that is, five years ago, but the school had lain in abeyance before that for something like seven or eight years. There had been no school at all.

4544. You are under some control by the Charity Commissioners?—I believe that the nomination of the trustees is subject to the approval of the Lord Chancellor, but that the accounts of the trustees are forwarded each year to the Commissioners for inspection.

4545. (*Dean of Chichester.*) By Charity Commissioners you do not mean the general Charity Commissioners, but you mean the local board?—I mean the general Charity Commissioners.

4546. (*Lord Taunton.*) Have you anything to complain of in the working of this system of management of your school which you think interferes with its usefulness?—There is a deficiency of all organiza-

tion such as exists in the better managed schools; at all events such as exists in the newly founded proprietary schools.

4547. How so?—The buildings are bad and unfavourably situated. There are no funds for the improvement of them. There are no foundationary funds whatever save the 175*l.* for providing under masters. There are no examiners, and generally there is no special body to look thoroughly into the state of things, and no power to make the alterations which may be requested in case they are found to be reasonable.

4548. These defects seem to spring very much from a want of sufficient funds for the support of a good school?—No doubt.

4549. Is there any way in which you would propose to supplement this want of funds in a way to render the school more useful?—In the first place I propose to suppress entirely all free scholars, and I do not see any other means save furthermore to engraft a proprietary system upon the foundation.

4550. You use the expression "free scholars"; is there a class of boys who have a right to an absolutely gratuitous education there?—Yes. The word "foundation" as employed by the trustees is ambiguous. Every resident has a right to send his son to the school on the foundation at the trustees' terms, which are 6*l.* a year for general tuition; but on the other hand, besides this general foundation, one boy in every 10 is elected by examination, free altogether, from the sons of residents, and these are termed trustees' scholars.

4551. You say, elected on examination; is that as a reward of considerable proficiency?—The best boy, I think, as far as can be judged, is elected, but that system is the result of a recommendation of my own. I believe there are a certain number of free boys, I mean absolutely free, as distinguished from foundationers admissible on certain payments, required to be educated for the 175*l.* a year foundation stipend, and it was a question with the trustees when I was appointed how these free boys should be appointed. I then proposed to them that, instead of a certain fixed number being nominated at once, the proportion of free boys should be made to depend on the number of foundationers in the school, in order to give the town an interest in its success; and to avoid the abuse of nomination, that they should be elected by examination; that there should be an examination held as often as there were vacancies, or rather at the end of each half year when a vacancy occurred, and that the boy judged to have passed the best examination should be elected as a free boy.

4552. Who are the examiners?—Practically the task devolves on Dr. Cary, who is a trustee and the incumbent of one of the churches in Southampton. There are also generally two other trustees, viz., the rector of St. Mary's and the minister of the independent chapel, who assist him, but practically speaking he is the real examiner.

4553. May I ask what your emoluments as head master are?—They are 175*l.* a year, out of which 25*l.* goes to the maintenance of an usher I am bound by the rules, I believe (though I do not think that the trustees would insist upon it if there were no boys in the school), to provide an usher. There is also a residence rent free, but not free of taxes, and the expense of repairs. The capitation fees also all go into my hands.

4554. The capitation fees in addition?—Yes, the whole of them.

4555. Including the house, what should you state in round numbers is about the remuneration that you receive as head master?—When I came there were no boys in the school at all which would of course considerably affect the average; I should think the average that I have

C. W. Hankin, Esq., B.A.

17th May 1865.

received since I have been there is 300*l.* a year, but the present worth must be from 400*l.* to 450*l.* a year.

4556. Do I understand you to say that you give 25*l.* a year to an usher?—I am bound to pay 25*l.* of the 175*l.* a year to an usher.

4557. In practice do you give more than that?—Yes; all the masters have to be paid by me.

4558. Out of that?—Not out of the 450*l.*; I am speaking of 450*l.* as my own net income after the under masters are paid out of the fund provided by the capitation fees, *plus* the foundation stipend.

4559. (*Dr. Storrar.*) And the house in addition?—Yes.

4560. (*Lord Taunton.*) Do you believe that if the funds were more adequate the school could be made more extensively useful in Southampton?—I think so certainly.

4561. I think you stated that you had an opinion about the means that could be adopted to supplement the present fund and thereby increase the usefulness of the school?—The non-residents of Southampton, that is, the non-ratepayers of the borough, are only admissible into the school on the head master's terms, sanctioned by the trustees. They are at present 10*l.* a year instead of 6*l.*, besides extras. I proposed to the trustees that they should, if possible, engraft the proprietary system on the present foundation, making every non-resident, at all events, purchase a share at a certain sum, which should form a fund for building and general purposes; and that in return non-residents should be admitted on the same terms as residents, that is to say, that a uniform general capitation fee of 6*l.* a year should be adopted for all persons who wished to make use of the school.

4562. Would you give the holders of these proprietary shares some voice in the management of the school?—Certainly.

4563. How so?—I would allow them to elect a certain number of the governing body as is done at Cheltenham.

4564. In short, you would blend the two principles, the proprietary principle and the other?—Yes.

4565. Could that be done legally without some alteration?—I fancy not.

4566. What alteration would you propose to make?—I am unaware of the legal difficulties in the way, but I believe you could not alter the statute to such an extent without legal authorization.

4567. You think, if it could be done, it would be desirable to engraft the proprietary principle upon some of these foundations where the funds are not large, and thereby give increased pecuniary means and increased activity to the school?—Very much so.

4568. I think you stated that you were yourself a master of a proprietary school before you went to Southampton?—I was an under master.

4569. Did you form a favourable opinion of proprietary schools from what you saw of them there?—A very favourable opinion.

4570. You think the principle works well?—Excessively well, I think.

4571. In that school how was the governing body constituted?—In my day it consisted of a board of directors, elected from among the proprietors and accountable to the general meeting of proprietors held once a year, by whose vote also I believe vacancies in the board were filled up, or at all events the new members confirmed.

4572. Did you find that this body of directors thus elected interfered materially with the management of the school by the masters?—They never interfered with the under masters, and I do not think they ever interfered with the head master. I have heard that before the appoint-

ment of the head master under whom I held office, when first the system was tried, that such was the case, but I have never heard that they succeeded in interfering or in disturbing the conduct of the school during the time that I was there.

4573. Do you think it likely to happen that under such a system the body of directors thus elected might interfere in a manner which would render it unpleasant to a man of independent spirit and proper qualifications to conduct the business of a head master of a considerable school ?—Not in the better classes of society, and this seems proved by the many proprietary schools which have been lately founded with success ; but in the lower middle class, so to speak, before the system has been thoroughly tried, and perhaps a certain number of failures have been experienced (as was the case with the proprietary schools in the other classes of society at first), I can easily imagine that some difficulty might be found ; but I do not think that a really conciliatory and able man would ever have any insurmountable difficulty.

4574. Was the quality of the education in the proprietary school good ?—Very much better than in any public school that I have ever seen.

4575. By public school, do you mean endowed school ?—Yes. myself am a public school man in that sense. I was at Uppingham for six years and at Bradford.

4576. Is the grammar school with which you are connected a Church of England school ?—There are rules in the statutes prescribing the use of certain prayers and collects out of prayer book and for examining the scholars in the Church catechism ; but those rules have never been officially communicated to me.

4577. Are you yourself a member of the Church of England ?—Yes.

4578. You are not a clergyman, I believe ?—No.

4579. In the system of management of your school is there any religious test applied to the admission of boys, or what is the nature of the religious instruction ? Is it of a kind that necessarily excludes those who dissent from the Church of England ?—By no means ; in fact, I think that one-third, and perhaps even a larger number than that, are the sons of dissenters. I have never found them object to the religious instruction. In the lower classes religious instruction occupies the first hour every day in the week, in the class immediately above the two lower classes three hours a week, and in the other classes one a week ; but I have never found any of the parents object, save one Roman Catholic, and, of course, members of non-Christian communities, like Jews.

4580. Is the Church catechism taught ?—No, it is not taught exactly, but as the catechism is necessary for the divinity section in the Oxford local examination, those boys who are going in are told that if they will learn it, any explanation they may wish for will be given to them, and the masters will hear them in it, but it is not insisted upon.

4581. Are the articles of the Church of England any part of the education ?—No.

4582. (*Lord Lyttelton.*) Are you aware that since you left Cheltenham the constitution of the governing body has been entirely changed ?—Yes.

4583. You were not aware at the time you were there of any inconvenience existing in the system ?—No. Of course I have heard complaints, and perhaps when I was there on the spot I may have been inclined to join in them to a certain extent, but I have considered the matter very thoroughly since I left, and compared it with what

C. W. Hankin, Esq., B.A.
17th May 1865.

I know and have seen of other schools, and I am inclined to think that the complaints were, on the whole, very much exaggerated, and in the main groundless.

4584. The present system has greatly diminished the power of the proprietary body at Cheltenham, has it not?—I believe it is supposed to have done so, but I do not quite see in what way. I myself was a proprietor at the time that the change was made.

4585. Do you mean that the trustees of the Southampton charities have refused to entertain any application made to them for any improvement in the organization of the school?—By no means, but they have no power in the way of funds.

4856. Your main reason then for wishing a change is a pecuniary one?—Partly on the pecuniary ground, and partly that I do not think you will ever get the school attended so long as the mixture of classes continues, and so long as public school education is not more popular with the class by whom the school is at present mainly used, and some method adopted of inspiring confidence by imparting, for instance, some share in the management of the school.

4587. The trustees would have the ordinary powers to lay any scheme before the Charity Commissioners or the Court of Chancery for an improvement in the system?—I am not aware what the exact powers of trustees are, whether they are absolutely limited by the last settlement and the statutes.

4588. You do not desire to see the trustees have any more power than they now have as to control over the head master?—I should not in the least object to any reasonable power which could be placed in a body of that kind, provided it would interest the town and the public generally in the school. I do not see in what way the trustees could interfere with the head master, provided he were a judicious man.

4589. Do you conceive that the school has sufficient reputation in the neighbourhood to make it likely that a considerable proprietary body such as you suggest could be brought together?—I think opinion requires to be formed on the subject. One of the main reasons why proprietary schools are founded, it seems to me, is not so much with a view to mere education, as to make the place a desirable place of residence, and to keep the prosperity of the town within itself by keeping the children of residents in the town at home. That seems to me to have been a principal reason at first why the proprietary school was founded at Cheltenham, and also at Clifton. The formation of a numerous body of zealous proprietors would depend on an impression of this sort being created in the place, and this no doubt has still to be created. Then of course the school has no great reputation at present.

4590. Are you aware of any case where the proprietary system has been engrafted on to an ancient endowment, such as you propose?—No, none.

4591. Who appoints the examiner?—I think the charity trustees of the town appoint three or four of their body as a permanent grammar school committee.

4592. Do they appoint the examiner?—Yes, so far as an examiner is appointed.

4593. You would have power yourself to take boarders if you thought proper?—Yes.

4594. As it is, the boarders are with one of the under masters?—Yes.

4595. (*Mr. Forster.*) I think I understand from your answer that the school may be considered to have taken a fresh start from the time

that you were appointed ?—The school was in abeyance for several years before that time.

4596. How long was it in abeyance ?—I think about seven years.

4597. Is it the only endowed school in Southampton ?—It is the only endowed school of the kind. There is an endowed school resembling a National school, I think it is called "Taunton's charity."

4598. This is the only endowed grammar school ?—The only endowed grammar school.

4599. You spoke of different classes ; what class do you think predominates in the school, children of what class of parents ?—I think tradesmen and *employés* in the docks, railway, &c.

4600. Have you the children of any labourers ?—None.

4601. The children of any merchants ?—Yes.

4602. Generally speaking it would be what would be considered the poorer section of the middle classes, I suppose ?—I do not know whether you would say the poorer section of the middle classes exactly; they are, in a great number of instances, sons of retail tradesmen.

4603. You say that the mixture of classes tends against the success of the school in Southampton ?—Yes.

4604. Is it that the richer parents object to that mixture or the poorer parents ?—I cannot help thinking that it is the richer parents.

4605. Do you know for what description of children the school was originally intended ?—No, I do not. I imagine it was intended for any persons who chose to send their sons there on payment of such fees as might be fixed at the time being by the trustees.

4606. But a condition was made that a certain number should be taught free ?—I believe so. That was certainly made a condition at the last settlement of the school, but whether or not it is so provided in the original statutes I do not know.

4607. How many by the last settlement must be taught free ?—One in every 10, sons of residents by the trustees' rules and regulations of 1860.

4608. This examination by which one in every 10 was chosen was suggested by yourself ?—Yes.

4609. What sort of an examination is it, in what are they examined ? —There are two classes of trustees' scholars, juniors and seniors, the one consisting of candidates below the age of 11, the other of such as are below the age of 13, the nominations being made from each alternately. The candidates below 11 would be examined in reading, Scripture history, perhaps a little history and geography, and possibly the first elements of Latin.

4610. The examination is previous to their being admitted to the school at all ?—No, not necessarily ; any one may send in their sons to try, whether they are at the school or not.

4611. Practically are they generally at the school before they are examined ?—Yes, by far the greater number, but it does not always happen that a boy at the school succeeds. It has happened once since I have been there that a boy who did not belong to the school was elected, but only once.

4612. Do you find that this examination system answers ?—As I have said, I am inclined to do away with the free system altogether. In the first place certainly the poorer boys do not get in ; the boys who get the nomination are by no means the poorest boys in the school, and even if a boy of very poor parents is elected his parents cannot afford to purchase the books which are necessary to enable him to pursue his studies, and a good deal of trouble is thus caused ; the boy

C. W. Hankin, Esq., B.A.

17th May 1865.

becomes careless and irregular. The parents cease to care whether the boy comes or not as they pay nothing.

4613. When you speak of the mixture of classes tending to prevent the school being so much attended as it otherwise would be, do you think yourself that there is an evil in that mixture ?—I think it would be better avoided.

4614. Do you find that it injures the discipline of the school at all ?—I think it injures the discipline in so far that the boys do not hang together ; but it does not practically give me any difficulty.

4615. What proportion of boarders are there in the school now ?—There are 19.

4616. Do you exercise any care over the boys out of school hours ?—No, none.

4617. Any evil that flows from mixture there would arise from their mixing together at their work ?—And in the playground.

4618. When in the playground I suppose you consider them under yourself, or under the other masters ?—Only in so far as play-time forms a part of each day's school hours.

4619. Do they play together much ?—Yes.

4620. From what class do the boarders chiefly come ?—Less wealthy merchants.

4621. Do they keep themselves as a class apart from the day scholars at all ?—No, I do not think they do.

4622. Do you think that the suggestion which you have made of engrafting a proprietary school upon the present endowment would lead to an increase of the proportion of boarders to day scholars ?—It would depend entirely on the success and character which the school attained. Of course, if you had a more perfect system and a better staff of masters, it is possible you might get a larger proportion of boarders. It is evident that there are vast numbers of the particular class for whose sons these schools ought to furnish the best education who send their sons to boarding schools.

4623. I suppose your object would be rather to provide a thoroughly good education to the town generally for those who sent their children as day boys ?—Not necessarily.

4624. The object of your suggestion is not to increase the boarders, is it ?—I should be very glad to increase the boarders.

4625. Do the boarders generally come from Southampton ; those you have at present ?—About half of them come from a radius of perhaps six or seven miles.

4626. Have you no fear that the carrying out of your suggestion would lead to the education being given more to the boarders from a distance than to the day scholars in the town of Southampton for whom the endowment was intended ?—No, none whatever. I think I see the bent of your question. I know it is supposed that these grammar schools, in proportion as they have been turned into boarding schools, have driven away the day boys, and it has been undoubtedly the case in several instances that have come within my knowledge ; but I can see no reason whatever why this should happen, in case the governing body exercise a proper supervision. On the contrary, I am very strongly of opinion that you can never get a school with adequate funds, and an adequate staff of really able men, unless it is to a very considerable extent a boarding school. I do not see how you can get funds for a really good school otherwise.

4627. I suppose you would consider that a large portion of the smaller tradesmen of the town of Southampton would not be able to

afford the expense of sending their children to a boarding school?—I do not see why not.

4628. You think that a well-conducted boarding school would not be much more expensive than the keep of the children at home combined with the educational fee?—I think not.

4629. (*Lord Lyttelton.*) About half the boarders come from a distance?—Yes.

4630. Do they come from all parts of England?—Mainly from the south or west.

4631. The boarders have all been of the same class of society?—Nearly the same, at all events with no important difference.

4632. (*Mr. Forster.*) You spoke of optional charges for French and modern languages; to what extent is that made use of by the boys? How many boys learn French, for instance?—About two-thirds. Two-thirds perhaps would be almost too large a number, say 40 out of 100.

4633. What is the charge?—£2 a year.

4634. Do you find that there is any difference as regards the class of parents from which they come, as to giving a preference to learning French?—No, there is no very remarkable difference. Perhaps the boys of very much poorer parents do not generally learn French, but there are cases again of boys who are the sons of parents, at least equally poor, who do learn French.

4635. What other optional studies are there?—Drawing, German, drilling, and singing.

4636. Do many learn German?—No, very few.

4637. Do many learn drawing?—Yes, not quite so many as French.

4638. From all classes?—From all classes.

4639. Is mathematics laid much stress on in the education?—Yes.

4640. Do you find that there is any particular preference expressed by one class rather than another with regard to mathematics?—Not for mathematics. I think all the parents are very anxious that their sons should learn arithmetic. I do not think that very many of them care very much about their learning the higher mathematics.

4641. (*Lord Lyttelton.*) Would you propose to give any privileges to the proprietors as to sending boarders to the school?—No.

4642. Should you expect the new proprietary body to be chiefly persons living at Southampton and the neighbourhood?—Probably the proprietary would consist in the first instance of residents and owners of property in the town and neighbourhood, as was the case, I imagine, in Cheltenham and is in Clifton; but if the school became a prosperous one, and attained any considerable reputation, then the body of proprietors, of course, would include whatever persons chose to send their sons as boarders from a distance. I do not think that it is the case in Cheltenham college that any large majority of the proprietors are resident now, whatever may have been the case at its foundation.

4643. The residents in the town and immediate neighbourhood would naturally chiefly send their boys as day boys, in any case?—I am not certain of that.

4644. They do not send them as boarders while themselves living in the place?—A great number of the tradesmen of Southampton live outside the town, though they have shops in the town. I think, for convenience, if there were a well-managed system, a good many of them might be inclined to send their sons as boarders.

4645. (*Dean of Chichester.*) Would not the mixture of classes rather elevate the humbler class than lower the upper class, in your opinion?—I think so, but the difficulty is to get the upper class to consent to it.

C. W. Hankin, Esq., B.A.

17th May 1865.

4646. Your proposal has a tendency to raise the school something above a middle class school, has it not?—No; I would still keep it strictly a middle class school, by means of the sum charged, whether for boarding or for educational fees. I should say that I do not think you would ever get a proprietary school mainly attended by gentle people's sons, unless you passed a rule similar to that at Cheltenham, and other proprietary schools, absolutely excluding all tradesmen's sons, or by charging very high terms.

4647. (*Lord Lyttelton.*) What is the rule at Cheltenham?—There is a rule that no tradesman's son shall be admitted. Perhaps I may be allowed to supplement an answer I made a short time ago. I am quite inclined to think that the mixture of classes would raise the lower class. I do not perceive myself any very great difference after boys have been at the school a fair time, however rough they may have been when first they came, in the manners and conduct of one boy from those of another; I am inclined to think that the general discipline of the school, and the mixture, does very much indeed to modify, and even do away with the distinction, so far as the real culture goes.

4648. (*Dean of Chichester.*) It would be impossible to bring in such a rule as that which you have mentioned as existing at Cheltenham with respect to an endowed school, would it not?—It would be impossible, I imagine.

4649. (*Mr. Acland.*) What is the source of the income of 175*l.*?—I think there was a certain amount of property belonging to the school in former times which was appropriated, or supposed to have been appropriated, by the corporation or by the municipal body of Southampton. The local trustees, or the charity trustees, or Commissioners, I think, threatened a Chancery suit for the investigation, if not for the recovery, of this property, and then the corporation, as a compromise, agreed to spend a certain sum on the repairs of the residence and school buildings, and to pay over 150*l.* annually for the stipend of a master.

4650. Does that come out of the municipal rates, or out of the property in the hands of the corporation?—Yes.

4651. Have you brought with you the regulations or Chancery scheme under which the school is now governed?—I have a copy of the trustees' regulations (*the same is handed in*).

4652. Who now repairs the school building?—The head master.

4653. At his own cost?—At his own cost.

4654. I think you said the site was inconvenient?—Very inconvenient in certain respects.

4655. Would it be valuable if the property were sold?—Not very valuable at present, I think. The part of the town in which it is situated is improving, but the great objection to the site is the approach, rather than the site itself. It is not that the site itself is bad, save so far that it is not central, but that the approaches are excessively bad, indeed nothing could be worse.

4656. Who would be responsible for rebuilding the premises if they were burnt down?—I have been told that the head master is bound to insure the house; at present, however, it is insured by the corporation.

4657. Would it in your opinion be an advantage for the school if the present site were exchanged for one in a more agreeable situation, even if it were less central?—Very much so. It was one of the suggestions that I made to the trustees.

4658. Have the trustees under the existing regulations any power to vary the school fees, or are they fixed by law?—I believe the trustees by a sort of fiction could vary the fees exactly as they pleased. The original fee chargeable at the school is, I believe, only 4*l.*, but that

is merely for classics; therefore in case English and mathematics are to be taught in any degree the trustees have the right of imposing any additional sum they please within reason in payment for instruction in those subjects, and therefore virtually of raising the general fee.

4659. By what authority is that sum of 4*l.* fixed?—I think it was made on one of the occasions on which a modification of the original statutes, as before described, took place; but I am not certain.

4660. Would it, in your opinion, be desirable that the governing body of the school, should have an almost unrestricted power of fixing the rates of payment upon the ordinary mercantile principles of those which they find most advantageous to the school, rather than to have certain stereotyped charges fixed by legal authority?—Of course it would depend on how the governing body was constituted.

4661. What would in your opinion be the best constitution?—I think if you had a body, consisting of a certain number of gentlemen in the town, who had a position for education or wealth, together with perhaps some members of the corporation *ex officio*, and a certain number of persons elected from the parents of boys actually in the school for the time being, there would be a fair chance of securing a popular and efficient body of governors.

4662. Would you confine the governors to the urban population, excluding country gentlemen in the neighbourhood?—No.

4663. Should you think it an advantage to have some magistrates of the county connected with it?—Certainly.

4664. Have you considered the mode of filling up vacancies?—No, I have not.

4665. Would you state what are the general grounds on which you think it so important to introduce the proprietary system?—Certainly. On the ground that it would generate and keep up a much more lively interest in the prosperity of the school in the class of persons for whose benefit it was intended.

4666. What is your experience of that amount of interest now taken, things being as they are, by the middle-class population of Southampton in the success of your school?—Absolutely *nil*.

4667. To what do you attribute that want of interest?—I am inclined to think that the lower middle-class has very greatly fallen off from the use of public schools. The course of education pursued in them has been such as they essentially dislike and consider to be useless. They have, therefore, given over attending them, and at the same time given over taking any interest in them.

4668. Where do they send their children?—They send them mainly to little private schools.

4669. What is the character of the education, as far as you are aware, given in those schools?—It is rather an invidious question to answer. I think it is excessively bad; nothing can possibly be worse as a general rule. Of course there are exceptions; but nothing can be worse in general so far as I have seen. I have some reason to know, because the school having been in abeyance for so many years before it was reopened, almost all the boys who came there, say within the first year or year and a half, were boys who came from other smaller schools, which had occupied its place.

4670. Will you explain further what are the particular kinds of faults which you trace in these schools?—Boys never seem to know anything perfectly, with the exception of writing. They generally write well, and I am inclined to think that the main attention of the schoolmaster, of what is termed a commercial school, and his assistant, if he has one, is centered upon writing.

C. W. Hankin, Esq., B.A.

17th May 1865.

4671. Have you observed any tendency in those schools, so far as they have come under your notice, to yield too much to the wishes of ignorant parents?—I cannot say that I have observed anything of the kind on which I could speak as from definite evidence; but I conjecture such a tendency to exist.

4672. Is it the practice of the other schools in Southampton to come to the test of any public examinations?—Several of them now are sending their boys in to the Oxford and Cambridge local examinations.

4673. Have you done the same?—Yes.

4674. What has been the result, first of all in point of success in the school; and secondly, in its effects on the teaching of the school?—The boys, I think, are fairly successful on the whole, that is to say, their success is up to the average of most schools, with the exception of very large and very effective middle-class schools, like the Liverpool Institute. The effect on the school work is to make the arrangement of the classes very difficult indeed, and to introduce great confusion into the school work.

4675. How is that?—If you have the Oxford and the Cambridge examination, the two examinations being entirely dissimilar, it is necessary that there should be a special class devoted to each, nay two classes, one for the juniors, one for the seniors in each examination; and even if you have only the Oxford a more numerous staff of under masters, and a more perfect classification of the boys is requisite than can be easily carried out at a school like Southampton, in order to get the boys perfectly prepared. The University local examinations require a general knowledge of geography and of the whole of English history together with several other subjects as preliminary subjects; in schools like Southampton, which are bound to teach classics as a principal subject, a great portion of the time is spent in teaching a subject which a vast number of the boys will never pass in, such time being deducted from the English subjects, to which attention is entirely or almost entirely confined in the smaller private schools with which they come into competition. The consequence is that the judgment which would be formed on the success of the grammar school as compared with private schools, in preparing for these examinations, is most unfair.

4676. How does the obligation to teach Latin arise in any sense other than as a part of a good general education?—As Latin is a necessary part of our studies, according to the statutes, I think it right to insist on all candidates taking in that subject for examination.

4677. How does any such obligation to teach Latin cause inconvenience when the other studies in the local examinations are purely optional? What is to prevent you from sending up your boys thoroughly well trained in Latin, seeing that the other studies to which you referred are entirely optional, unless in speaking of English you refer to the preliminary examinations, which require spelling and the elements of an ordinary English education?—The preliminary examination professes to require much more than can be called the mere elements of an ordinary English education for boys of from 13 to 15. The Latin subjects are long and often quite beyond the capacity of the candidates of a given year.

4678. Do you think that anything is required in the preliminary examination which ought not to be thoroughly provided for in any common grammar school?—By no means. But the Latin subjects for juniors are long, and for seniors absolutely indefinite. Hence the difficulty. There is not in a school of this kind a perfect gradation of classes for the pupils to go through. The juniors who have to

take in Virgil and Cicero, or Cæsar, perhaps have read nothing previously except the simplest sentences in a delectus. The next year the same boys will perhaps have to go in as seniors, when they will not stand any chance of passing unless they have read the four books of the odes of Horace, which is an immense quantity to read in so short a time.

4679. You are, perhaps, aware that Mr. Templeton's school at Exeter, which contains 80 or 90 boys, has been one of the most successful ones in England, adopting those examination as the basis of his system of education?—I have noticed that one of the Exeter schools was very successful.

4680. Classics and mathematics forming generally a part of his success?—I have not noticed in what particular subjects its scholars passed.

4681. With regard to the cost of education, you stated that the payment for boarders was almost essential to produce an income for such a school as yours; but you also stated that the cost of boarders was not much more than the cost of home keep; was there not some little contradiction in that?—No, I think not practically. The contradiction was only apparent. I think that in the case of boarders, however small above what a boy would cost living at home the charge may be, the total sum made up by the small profit on each boy, supposing the number in each house to be between 20 and 40, would yet enable the under master himself to live among his boys without putting down in his daily expenses so much for the cost of his own living.

4682. Would it not be, in your view, important that a man taking boarders should make a considerable profit on those boarders as a compensation for the trouble and responsibility?—It would be very desirable if it were possible.

4683. Is there anything impracticable in that?—You must compete with a class of schools in which the payment is very low. If you raise the terms too high the other schools will beat you out of the field.

4684. Dismissing the question of profit made upon boarders, to which you appear not to attach any very great importance, would you indicate with reference to the situation of your school in the town of Southampton, what you think the amount of fee for education should be so as to enable you to have a good income as head master, and provide good assistants, supposing your views as to the connexion of the proprietary body with your endowments to be carried into effect?—I propose that the proprietary system should be adopted at the same time with a division of the school into three departments, and I would graduate the school fees for the various departments; but it would be very difficult for me to say to what extent it would be necessary to raise the present fees in case the school were made one and indivisible, as it is now, in order to effect what I wish.

4685. Assuming it to be divided into an upper and a lower department, would you place the school fee for the higher department considerably above 10*l.* for the instruction?—I think that between 10*l.* and 14*l.* or 15*l.* without any extras might be made sufficient for the highest portion of the school, and that the payment might be lowered for the modern department, and made still lower for the commercial, but I could hardly state the exact scale I should recommend.

4686. Including in that sum all the elements of a good general education?—Of course.

4687. Including also such accomplishments as music and drawing?—Yes; and drilling and music.

4688. How low do you think it would be desirable to go down in

C. W. Hankin, Esq., B.A.

17th May 1865.

the opposite direction so as to meet the wants of the humblest shopkeepers of Southampton, who would decline to send their sons to the British National Schools?—I fancy that in many of the smaller private schools from 4*l.* to 6*l.* is the ordinary charge, and some of them are kept by foreigners, who themselves profess to teach French, whence an extra charge for that subject is rendered unnecessary.

4689. Supposing your views to be carried out with reference to the proprietary body, the drift of my question is, what sum you think might be fixed to meet the reasonable demands of the poorest shopkeepers in Southampton who would not send their sons to charity schools?—I do not think you could fix it at less than 6*l.* a year provided you include French and drawing.

4690. Do you think that such parents, if the school were under thoroughly good management, and was put on such a footing as to be acceptable to them as parents, would be willing to pay that?—I think so.

4691. Would you indicate in your own way the kind of education that you think best suited both to the upper and lower branch of such a school as you wish to see established?—I would make the classical school, that is to say, the upper school of all, retain the ordinary *curriculum* which is used in grammar schools; that is to say, Latin, Greek, mathematics, modern languages, and drawing. I would make Latin, French, and also drawing imperative throughout the school.

4692. Would you introduce any physical or natural science?—No. In the modern department I would leave off Greek, and in the commercial department I would make the English subjects, writing, and arithmetic more prominent. Of course the leaving off Greek in the modern department would give a greater time for mathematics, modern languages, and drawing.

4693. That modern department would not altogether be inferior to the classical department in point of age and social standing, but would run side by side with it after a certain time?—No; it would be slightly inferior, for I would make the fee for it lower than for the classical. I am aware that at Cheltenham they are exactly similar in point of standing, but I am endeavouring to provide now for an exclusion of all mixture of classes. The classical department would be classical, pure, and simple; the modern department would be somewhat below the classical; and the commercial department of course would almost never contain gentle people's sons.

4694. What would be exactly the subjects that you would include in the lowest school?—Bible history, Latin, all branches of English, that is, writing, history, geography, arithmetic, and perhaps a little pure mathematics, French, drawing, singing, and drilling.

4695. Would you merely include Latin in the charge so that it should be given if desired, or would you make Latin compulsory?—Compulsory.

4696. You laid some emphasis on the word "little," you said a "little mathematics;" inasmuch as it would appear to be the general opinion that mathematical training is especially suited to those going into commercial life, why do you say that?—If by training you mean absolute knowledge of mathematics, I do not see that what is ordinarily called mathematics is necessary for commercial life. The mathematics which would be learned in the lowest department would consist mainly of arithmetic; the elements of algebra and Euclid might be added; of course the training part of the mathematical instruction would be to a certain extent sacrificed to the aim of giving material knowledge in arithmetic specially adapted to after occupations.

4697. (*Dr. Storrar.*) You have said that there is a great deadness of interest on the part of the parents of your boys to the subject of higher education generally ?—Yes.

4698. There does not seem to be a great deal of interest in Southampton at all, beginning at the corporation and going downwards, on the subject of education ?—No.

4699. If there is not an interest at the present moment among those people, who provide nothing beyond the sum necessary for the education of their boys, how do you suppose it would be possible to inspire that interest which would make them proprietors of an advanced school ?—No doubt there would be difficulty, and also uncertainty as to ultimate success ; but it is possible that if you gave parents sending their sons to the school and the town generally a personal interest in the school, by giving them either directly or indirectly a voice in its management, such an interest might grow up. I quite acknowledge that it would be uncertain whether the scheme would succeed or not.

4700. You have reason to suppose, as I infer from your previous answers, that there is no better education given in Southampton, than the education given at your school now ?—None better.

4701. Then are the children of the better classes in Southampton educated at a distance, or are they contented with a very low scale of education ?—I suspect that the majority of the parents are contented with a low scale of education. It must be remembered that Southampton is a very peculiar place ; that it has very lately sprung up into prosperity ; that it is just passing through the transition from a small fashionable county town to a large commercial town, with very few persons of large income in it, even as shopkeepers. I might be allowed perhaps, to justify the remark, that parents do not care very much for a high class of education by saying that I have not observed, either when I was at the University myself, or since that time on reading the lists of University honours, the names of any boys coming from Southampton who have succeeded either at the University in obtaining scholarships, or high honours in the class list, or high places at the competitive examinations, whether military, civil, or Indian.

4702. Have you formed any opinion at all upon the inspection of schools, whether it would be desirable, wholly irrespective of the Oxford and Cambridge local examinations, and other examinations which it is open to school boys to subject themselves to ? Have you any idea of the advantage of having every endowed school inspected by some superior authority in order to test its efficiency ?—Yes ; I think it would be an excellent thing.

4703. (*Lord Taunton.*) Would you make it compulsory ?—Certainly.

4704. (*Dr. Storrar.*) In the case of an endowed school ?—Yes.

4705. But would you propose to make it compulsory in all private schools or to leave it optional ?—I would make it compulsory if possible.

4706. Do you think that inspection by some superior authority of such a school as yours at Southampton might tend indirectly to create a greater interest in the school in Southampton than at present exists ?—Certainly.

4707. You think there would be a certain amount of spirit among the people in Southampton, that would make them attach an interest to the distinction which their school had got after inspection ?—Yes, I think so.

4708. Has your attention been at all turned to an idea which has been discussed a good deal of late ; a system of certification and registration of schoolmasters ?—In a very small degree.

C. W. Hankin, Esq., B.A.

17th May 1865.

4709. Are you able to get good assistants without much difficulty?—No, in case I were obliged to part with my present staff, I should find a great difficulty from the scale of remuneration that I have to offer.

4710. It has been said, that it might be an advantage to the public, if there existed a register of competent schoolmasters by which one might be able to distinguish between those that are publicly registered as competent, and those that are not upon the register. Have you any views upon that subject?—I have no very decided views, I could hardly answer the question, because I do not know what kind of test you would propose before registration. I might perhaps be allowed to add that I have seen instances, in which masters have been registered as duly qualified, for instance, by the College of Preceptors, who have not been remarkably efficient men.

4711. (*Rev. A. W. Thorold.*) With respect to the difficulties arising from the mixture of classes in the school, can you say if those difficulties arise chiefly from boys themselves, or from their parents?—I think from their parents.

4712. Then you think that the richer and poorer boys would be willing to mix together, if it was not put in their heads that they ought not to?—I think where they are brought together they mix. I do not mean to say that the idea is put into their heads at all, but I think that in a great number of cases parents are unwilling to risk the mixture.

4713. Still that mixture takes place to a certain extent in your school?—Yes.

4714. Is there anything in the habits or the language of the lower class of boys to make it a fair ground of objection as to their admixture with the other boys?—I think so.

4715. Do you find that boys of the lower class, as a rule, are equally capable with boys of the higher class of grappling with the school studies?—I think there is observable a difference between boys of different social positions in aptitude for study.

4716. What is the nature of that difference?—I have thought that the boys from a lower stratum in society were not equally apt in intellectual pursuits generally. I will not be certain whether it is not the result of bad teaching before they come to a school like Southampton grammar school. I merely speak of facts.

4717. That might perhaps also result from insufficient diet and bad lodging, and not from any natural deficiency of intellect?—I do not think that such causes play an important part in the case of such boys as come to the Southampton school.

4718. Have you any exhibitions in the school?—None.

4719. With respect to the proprietary system, would the proprietors be paid any interest on the money which they advanced to the school?—I would leave that for settlement to the body who arranged the details of the new system.

4720. Is it part of your idea that they should be paid interest?—I see no reason why they should not; it is done at Cheltenham implicitly, though not explicitly.

4721. From what sources is the interest paid?—At Cheltenham any person approved by the council may purchase a share, and if he does not use the share, he may let it; therefore the sum received by him as rent for the use of the share is really interest on the money embarked in the school by the proprietor.

Adjourned.

Tuesday, 23rd May 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
EDWARD BAINES, ESQ., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. EDWARD WHITE BENSON, B.D., called in and examined.

Rev. E. W. Benson, B.D.

23rd May 1865.

4722. (*Lord Taunton.*) You are, I believe, the head master of Wellington College?—I am.

4723. How long have you held that situation?—Since the college was opened in January 1859.

4724. I think you gave to the Commission on the great public schools a paper describing pretty fully the constitution of Wellington College?—Yes, and I filled up the forms which were sent down.

4725. I believe there is a system of what is called bifurcation of subjects, which takes place in Wellington College?—Yes, to a certain extent. Bifurcation is used in two different senses, and I am not quite sure which your lordship means, whether that the boys are educated up to a certain point together and then separate altogether, or whether they are educated in Latin together, or some common subject, all the time that they stay there, and receive some other lessons apart.

4726. Will you have the kindness to state what is the system pursued in both respects in Wellington College?—At the present moment we have both. We began with the latter one, and both are to a certain extent used at present. What will continue to be the case I really cannot say. When we began, boys who were in the same forms and under the same classical masters read their Latin subjects together, and at times, when other boys were doing Greek or Latin verses, they did extra lessons in mathematics or modern languages. That involves serious complications in working the whole school, because after a short time you get a number of boys who want to learn Greek as well, who want to keep up a little Greek; and then a complication of this kind takes place, that you must have two Latin subjects read in each form, one of which may be followed by the modern boys, and two Greek subjects, one of which may be followed by them. That of course involves there being four classical subjects read in each form. That is a complication. Then again it is very difficult to estimate their marks fairly,—to value their mathematical and modern language marks so as to set them fairly against the marks gained by other boys in classics; so that the tendency is, after a very short time, to split the bifurcated form into two distinct divisions, and then you begin to lose the advantage of this kind of bifurcation.

4727. How far exactly is the principle of bifurcation applied now?—The result of this complication is that, in the middle school, the boys are quite divided off. They do not even read their Latin together; but in the upper part of the school, in the sixth form, they still continue the same system, only they are not limited to Latin as their

Rev. E. W. Benson, B.D.

23rd May 1865.

common centre. The complication which I have before described takes place, that there are four classical subjects read, the modern boys doing one Greek subject and one Latin subject, the rest doing two of each. Arrangements are made in the time-table by which modern boys get a good deal of mathematics, and instead of getting four hours a week at modern languages they get seven. The two arrangements are very distinct things in principle.

4728. Are the parents of the boy left to their choice as to whether they shall go into the modern division ?—Yes, if we judge that a boy is fit. We sometimes recommend that a boy should not go, and sometimes refuse. Sometimes the boy wants to go into the modern school because he has got on badly in the classical school, and fancies he would get on better in the modern school, when, perhaps, what he really wants is to work hard at what is before him.

4729. Is the education at Wellington College altogether a general education, or has it any special reference to the military service ?—No, none whatever ; it is a general education. There are certain boys in it who are going within a certain definite time to Woolwich or Sandhurst, who are allowed to avail themselves of this system of bifurcation. The system that exists (I can scarcely call it bifurcation) is adapted particularly to prepare them for Woolwich or Sandhurst. They are a small proportion of the school ; about a sixth part.

4730. How late in point of age do the boys remain ?—Till they go to the university.

4731. Or till they go to these military establishments ?—Yes.

4732. Do you find from experience that there is an advantage, in the case of those who are going into the military profession, in having some special instruction at Wellington College, rather than continuing to receive the same instruction as the other boys all through the course ?—If a boy is going in for Sandhurst and is not backward, I think he had better remain in the regular forms ; but for Woolwich, where they have five subjects to get up, it is almost impossible even for a very good boy to attempt the examination with a hope of success unless he has some special preparation. Five subjects are more than they can be well educated in.

4733. Taking Woolwich, do you think that the desirableness of that special instruction is altogether with reference to the examination which it is necessary they should undergo upon entering Woolwich ; or do you think with regard to general utility, for a boy's career in life, it would be desirable, if he were destined for that branch of the military profession, that he should have some special instruction at so early an age as while he is at Wellington College ?—I would rather give him quite a general education. For Woolwich itself, the education as we now have it is made to meet the examination, but of course it is necessary for that branch of the service that a good deal of mathematics should be read ; and therefore naturally a boy intended for that service at school should read rather more mathematics than he should do if he were not intended for it.

4734. Should you say generally that in the instruction of a boy at school it would be desirable to have much reference to what his future profession should be ; or to give him that good general education which would equally suit all professions ?—I would rather do the latter, a great deal.

4735. You think that is best for the mental training of a boy ?—I think so. Of course there are exceptions ; there are certain professions, such as military engineering, which seem to demand special training.

Rev. E. W. Benson, B.D.

23rd May 1865.

4736. (*Lord Lyttelton.*) Since the date of your communication to the Public Schools Commission you have had an additional experience of upwards of two years; taking the system of bifurcation, you said then that on the whole it seemed to cause an apparent decrease of zeal in the work of those who joined the mathematical division, as compared with those in the other divisions, and then you assigned many causes for that, and you concluded in this way:—"Thus "I am compelled to believe that the variety and the amount of the "subjects required of these boys has not only a somewhat unfavourable "effect upon their progress—upon the accuracy, reality, vividness, and "permanence of their knowledge, but to some extent interferes with "their deriving other benefits from the system and associations of a "public school." If your system has remained the same from that time to this, has your additional experience confirmed your opinion in that respect, or has it altered it?—It was to meet that disadvantage which we found in our experience, that we first branched off and departed from bifurcation, as it is called, in the case of younger boys, and taught them by themselves. In that way we have gained something, because the same masters take them both in their classics and in their French and German. They only finish French and German with foreign masters. We get more personal interest thus, and certainly get a very considerable increase of industry, but on the whole I do think still that the variety of subjects they have to learn is too much for them.

4737. (*Mr. Acland.*) Do I understand that in fact you have now two schools?—Yes, but only beginning at the bottom of the middle school and going up towards the top of the school; we have no such division quite at the head of the school, and no boys below the bottom of the middle school; it is a kind of loop line.

4738. (*Lord Lyttelton.*) It is a modification of the system at Cheltenham?—I believe so. But it is not copied. It grew up.

4739. (*Lord Stanley.*) I apprehend that you have a good many pupils who come to you very imperfectly prepared?—Upon the foundation we used to have a good many.

4740. (*Lord Lyttelton.*) What is the foundation?—There are 70 boys, orphans of officers; all that they have to pay is a sum varying according to the circumstances of their parents, which is fixed by the governors. There are three rates, 10*l.*, 15*l.*, and 20*l.*

4741. It was for them specially that the school was founded?—Yes. It is upon them that the foundation is spent.

4742. Are your numbers about the same as they were?—Yes, there are 250 boys now. The college is quite full.

4743. The foundation is always kept up to a certain number?—Yes. I was going to say, in reply to Lord Stanley's question, that they used to come very imperfectly prepared indeed; but that the governors have instituted an admission examination, which already has made the greatest possible change, and we have no boys now who come to us thoroughly ignorant. We reject any boy who, at the age of 12, is not able to say his Greek accidence, and to construe a Latin book, such as Cæsar, and to work sums up to the rule of three; and at the age of 11, if they are not able to do a book like Henry's First Latin Book, which consists of exercises and easy sentences, to say their Latin accidence, and to do sums up to the rule of three. That examination is all we want, I think.

4744. (*Lord Stanley.*) Taking the average of the boys (I am speaking now in particular of those on the foundation, who it may be supposed have their way to make in life), what do you aim at teaching

Rev. E. W. Benson, B.D.

23rd May 1865.

them, do you aim at making them Greek scholars?—If they are good enough in ability, and as many of them as wish to go to the University.

4745. You train them for the University?—Yes, if they desire it. A good many of them have Queen's cadetships at Sandhurst, from being the orphans of officers, and they of course are prepared for Sandhurst, but no special preparation is required for them, unless the boy is backward.

4746. Are you able to make any difference according to whether a boy is destined for one line of life or for another?—Yes, within six or twelve months of the time. If the boy knows that he is going to leave for Sandhurst or Woolwich, he begins to work at the special subjects, although not if a boy going to Sandhurst is well advanced; then the best thing he can do is to go on with his classics and mathematics in the ordinary way, and to follow the usual course of the school.

4747. How far do you follow the old system of public schools, making classics almost the exclusive feature?—In the main part of the school classics are very much the principal part of the work. Every boy does also two hours of French a week, and two hours of German necessarily. When a boy gets high in the school he may leave off one modern language, or he may go on with both in alternate terms; besides that, they do more mathematics than is usual; four hours a week.

4748. Do you find those four hours a week given to two modern languages are enough to obtain a good knowledge of either?—Yes, in French they become very good scholars; and in German they are fair, of course not in the way of conversation, but of being able to read books.

4749. (*Lord Lyttelton.*) Do you find modern languages valued by the parents?—Yes, but German less.

4750. What is the lowest grade of society from which boys come to you?—The orphans of officers.

4751. Do you never have the children of large shopkeepers, or any of that class?—Not that I know of.

4752. (*Lord Stanley.*) I take it that among the children of officers you have very many whose education has been greatly neglected, owing to the extreme poverty of their parents?—Owing, I think, more to carelessness. Since that examination was instituted, there has been no difficulty. Of course very often they are at this disadvantage, that they move about a good deal from place to place, but since the examination was instituted the earlier education has been getting more what one would wish.

4753. (*Lord Lyttelton.*) Do you mean that before that they speculated on admission to the school?—That was the case originally.

4754. (*Lord Taunton.*) Do you find that they can spell pretty well generally?—We admit no boy who cannot spell; now and then we get some bad cases, but we do not take them.

4755. (*Dr. Temple.*) The necessity for teaching Greek has been chiefly caused by the necessity for preparing for the University, has it not?—Yes, I think I may say chiefly.

4756. If you had none going to the University at all it would not have been absolutely necessary to teach Greek?—I think not, except that we should have had cases of this kind,—of boys coming to us with such a knowledge of Greek already obtained as would make it very valuable to them for Woolwich, besides being useful for themselves, so that they would wish to keep it up, no doubt.

4757. What has broken down your first attempt has been the necessity for teaching Greek to a much larger number of boys; that is what has compelled you to quit your old plan and driven you to

bifurcation, so far as you have gone, is it not ?—Yes, I think so ; there is also a general feeling on the part of the parents and relations which comes out a good deal in this way. Parents constantly come and inquire about the modern school, and take considerable interest in it, but are very generally not willing to put their own boys into it ; they think it excellent that it should be provided.

4758. (*Mr. Acland.*) Do you think they attach some idea of inferiority to it ?—No, I do not think so, but they do not quite know what they mean to do with their boys at the time, and they wish them to have a general education, they do not wish them to be cut off from the University or any learned profession if it should turn out that the boy has ability to pursue it.

4759. (*Dean of Chichester.*) May we infer that your opinion is that a boy should receive an enlarged and liberal education before he receives the special instruction of his profession ?—Yes.

4760. And by a liberal education you mean the dead languages and mathematics ?—Yes. I should include French.

4761. The object would be rather to exercise the mind than to give information ?—Yes, I think so.

4762. (*Mr. Acland.*) What age do you think is the most desirable for commencing Latin, bearing in mind that your boys are not simply for the Universities, but for many other departments of life belonging to liberal education ?—We do not take boys till they are 11 years of age.

4763. Do you require them to know Latin before they come ?—Yes.

4764. Have you formed any opinion as to the desirableness of giving young children some knowledge of the science of observation, with a view to calling out their faculties in that direction, and as to the effect of such a process on scholarship ?—I should think it desirable in general terms, but I am very much afraid of increasing the number of subjects. I should say that there is not a good effect produced by increasing the number of subjects which are taken up together.

4765. I am not speaking of making physical science a part of the general course of such a school as yours after 12, but whether a boy is likely to be a better or worse Latin scholar from having his attention turned to natural objects in early life ?—I should have thought decidedly better. I think the information is not so important ; but I should look upon it, not as a means of acquiring information merely, but of exercising his faculties.

4766. Is that a point which you have specially considered ?—Only as a matter of private experience, not in the school.

4767. With regard to the Woolwich examination, have you found that the effect of preparing for Woolwich is to overwork the boys ?—Yes, I think so, certainly.

4768. To what part of the work do you attribute that overworking mostly and specially ; is there any excess of mathematical teaching beyond that which you would suppose to be necessary for the practical requirements of the Artillery and Engineers ?—They take up higher subjects than I think can properly be required of boys at sixteen, so that there is overwork in that direction ; and with regard to other things I think it is more the variety, and there being so many subjects allowed, than the amount of work done.

4769. Will you name the variety of subjects, you spoke of five subjects? —There is a long list which the Council for Military Education put out, valued variously, at different rates of marks, and they may take five or six subjects.

4770. If you are preparing boys for Woolwich which of the subjects

Rev. E. W. Benson, B.D.

23rd May 1865.

do you take ?—Which ever the boys like. They generally take classics, which may include Greek and Latin, or which may mean Latin only, or mathematics. It must be one of them. They may take one modern language, French or German, or English grammar and literature, or English history. They may also take in geography, natural science, and experimental science.

4771. On the whole, what is your opinion of the effect of those examinations on the education in Wellington College ?—I think it strains the boys and makes their knowledge not permanent.

4772. Do you think that that is a fault inherent in its being a competitive examination, or is it capable of being removed by other arrangements ?—Yes, I do not think it in the least depends upon its being competitive.

4773. Have you had any experience of the effect of the India examinations in your school ?—We have one or two boys only who aspire to that.

4774. Have you formed any opinion of the effect of that examination on schools ?—Yes, I have formed an opinion. I think there, again, the allowing any number of subjects to be taken in, is very prejudicial, and throws boys entirely into the hands of crammers.

4775. (*Mr. Acland.*) Do you think it a desirable arrangement to examine boys in such wide subjects as the whole of English literature or the whole of English history ?—It is very bad.

4776. Will you explain the mischief ?—It is impossible that a boy can have read them thoroughly. A half-crown book contains all the heads that he can possibly get up on a subject so large, and it is merely a very dry digest of facts. His mind would be very much improved if he got up a short period of history thoroughly, and knew it intimately ; and I think he would be excited very much to pursue it in after life ; but neither knowledge nor interest are excited by the sort of manuals which it is now profitable to work at. Sometimes those manuals are in rhyme.

4777. (*Lord Lyttelton.*) Have you reason to suppose that the middle classes in this country are much influenced in the instruction of their children by the India and Civil Service examinations ?—Yes, I should think largely.

4778. Whatever inconvenience there is in the system would have a prejudicial effect on the training of those boys ?—Yes; I think it is widely spread.

4779. Do you think it is important for that section of the middle classes of England who are not going to the Universities, nor into professional life, that they should make Latin a part of their general training ?—Yes, I should think so.

4780. You think that the omission of Latin would be a loss to them ?—I do.

4781. Will you state your grounds for that ?—I have often talked to men about it who had learned it and who very much rejoiced in their knowledge, who thought that they gained general interest, that their minds had been cultivated by it, that they were much better able to understand books which they cared to read, that they felt that there was a world open to them which otherwise would have been closed. And again different sciences which they took interest in, such as botany and chemistry, were illustrated by their being able to understand the terms used.

4782. (*Mr. Acland.*) Do you think that such a knowledge of Latin might be attained, and without loss of time, as it is in training for the University course ; or do you think it is desirable for such persons that

the method of teaching Latin should be in some degree modified?—I do not think that the method itself, supposing it intelligently used, should be modified at all, but I think that very likely their purpose would be better served if, especially when they grew a little older, they dropped a certain portion of their Latin, and devoted their time to other things; they have, of course, to leave school young.

4783. Is not a great part of the time spent in learning Latin for the University spent in storing up a great number of minute rules, which are absolutely essential to make a man a good scholar, but which are perhaps not necessary to make him use Latin intelligently as a means of understanding English?—I should have thought not a great amount of time by the age that a boy would leave for such a purpose. I should have thought that the amount of time was not great, but notwithstanding, as I have said, I would drop a certain portion; I would let him learn French. I assume that he will have learnt arithmetic already, and some elementary mathematics.

4784. (*Lord Lyttelton.*) Will you state which you think the most essential element in education for the general wants of the middle classes, under the three heads of language, mathematics, and physical science?—I should think language.

4785. (*Mr. Baines.*) What number of scholars have you?—250.

4786. About what proportion are intended for the Universities?—That I really cannot say; boys do not make up their minds at once; they are only 11 years old when they come.

4787. Do you think it is about the same number as for Sandhurst or Woolwich?—It really is impossible for me to say as regards the whole school. I do not see how it is possible we can tell, until we have had a longer life. In the upper school 34 out of 57 are going to the University; probably more will determine to go.

4788. They are destined generally, so far as you know, for professions and not for trades?—Yes, some boys have left us to go into merchants' offices, at the age of 16 or 17, but only a few.

4789. You divide your school into classical and modern, as I understand?—Yes, as I have said, the modern school is rather in a different position from what it is at any other school. There are not two parallel lines from the top to the bottom of the school, but there is a kind of modern loop; all boys are educated in classics, mathematics, and French, until they reach the top of the lower school necessarily; then, after that, they may turn off into a modern branch, in which they will do much more of modern work, which does not extend to the very top of the school; they may join that modern branch at any time they like in going through the classical forms. In the classical forms themselves they can learn German also.

4790. (*Mr. Acland.*) Then they come into the main line again?—Yes, but of course at a certain disadvantage in respect of classics. Our object has been, as we are young, to make our system as flexible as possible.

4791. (*Mr. Baines.*) About what is the proportion in the modern and classical schools?—About 40 boys in the modern school.

4792. (*Rev. A. W. Thorold.*) Are all the boys boarded in the college?—There is one small boarding house for six boys, and there are two day boys; the governors made a rule that certain persons in the neighbourhood might have the privilege of sending for boys; for instance, Broadmoor is near to us, and the governor and the chaplain at Broadmoor may send their sons; so also may persons occupying houses on the college estate.

4793. Is Wellington College connected with the Church of England?

Rev. E. W. Benson, B.D.
23rd May 1865.

—Yes, the worship and instruction are of the Church of England, but boys are not required to attend either one or the other if their parents object on the ground of dissent.

4794. What is the nature and amount of the religious teaching in the school ?—There is one hour on Sunday, one hour on Monday, and half an hour on Thursday, making two hours and a half; these are the general Scripture lessons; the preparation for confirmation, of course, takes a great deal longer.

4795. Do you usually give that teaching yourself, or is it given by the other masters ?—In each form by the master of the form.

4796. Is there a chapel connected with the college ?—Yes.

4797. How often do they attend the chapel service on Sunday ?—Three times.

4798. Do they attend it in the week days ?—Twice.

4799. What are the prayers used in the chapel ?—A part of the morning and evening service, and a part of one lesson, the psalms.

4800. (*Lord Taunton.*) Are all the boys obliged to attend these services ?—Yes, all except dissenters if there are any. I should mention that we never have only had one instance except in the case of Roman Catholics. We have one Roman Catholic boy in the school now who is not required to attend.

4801. Is he obliged to attend your religious teaching ?—The priest wishes him to do so, and he does attend our scripture lessons.

4802. Should you insist upon it if he objected ?—No.

4803. (*Lord Lyttelton.*) Have you three integral services on Sunday ?—The morning prayer first, then in the middle of the day there is the litany, communion, and sermon, and evening prayer at night. The morning service is divided into two parts, as at Rugby and, I think, Harrow.

4804. (*Rev. A. W. Thorold.*) Have you anything of a choral service on Sunday for boys ?—Yes.

4805. Do you find that they like it ?—Yes, very much.

4806. (*Dr. Storrar.*) In point of fact is any science taught in Wellington college ?—Chemistry is taught.

4807. No natural philosophy ?—None.

4808. By whom is the chemistry taught ? Is it taught systematically by a resident master, or by an occasional master ?—He happens now to be our medical man, he resides near to us, and teaches chemistry practically; he is a master in every respect.

4809. Is it compulsory upon all boys ?—No.

4810. What number avail themselves of it ?—The number varies very much; sometimes as many as 25, sometimes as few as 12.

4811. Is any encouragement given to the prosecution of chemistry as a part of education, or is it merely left to the choice of a boy who takes a fancy to know something of chemistry ?—The marks he gets for it go to his promotion and advance in the school, and a number of boys wish to take it up for Woolwich.

4812. Is the information given by lectures or by experimental lessons ?—By lessons entirely. Boys have to prepare a certain portion of a book, so many pages of a chemical manual, and to say it in class as if it were history or grammar. As soon as that is done they go into the laboratory and work at experiments illustrating the lesson which has been prepared. By that means the instruction is thorough and substantial.

4813. What is the manual ?—The one that is used at present is Fownes', and a smaller one of Belmaine's.

4814. Do you require the boys to commit portions of these works to

memory ?—Not to memory, but just as if it were history ; they must read it and be examined in it.

4815. How often a week are those lessons given ?—Once.

4816. What is the length of the lesson ?—It lasts from an hour and a quarter to an hour and a half.

4817. Do you simply provide chemistry for the purposes of those boys whose eventual destination is Woolwich, or do you attach importance to it as a means of general education ?—It was provided as an experiment, I think, to see how it would be taken up, and what good it would do. It has been useful to boys who did not want it for Woolwich, very useful indeed ; though the number of boys is not large, a certain number have been brought out by it, who did not succeed in other ways.

4818. Am I to understand that it is your opinion as a teacher that chemistry has been useful on independent grounds ?—Yes, to a small proportion of the boys, decidedly.

4819, In what way would you indicate that small proportion of boys ?—I should say that while the number who have sought chemistry is not large, and of that number many have pursued it with "commercial" views, as for Woolwich, and to get marks by it ; some have taken it up as from real interest ; to some it has been, at first perhaps, a matter of play ; but others, on the other hand, who were doing very poorly in their school work before, seemed to have their faculties very much awakened by it, and began to do well in their school work as soon as they began to do well in chemistry ; that I think is clear. And it is a mark of use.

4820. Are you of opinion that there is a certain class of boys who may not be successful in classical pursuits, or even in mathematical pursuits, but whose minds are capable of being profitably awakened by the study of such a science as chemistry ?—I did not quite say that. I said those boys had afterwards done well in their classics or mathematics ; that it had awakened their minds, but I did not say that they were not capable of doing well in classics or mathematics ; they had not done well before, and their doing well in chemistry seemed to be the signal for their waking up in all their work.

4821. Am I to understand that their taste for classics was awakened through the medium of chemical studies ?—I do not know what the metaphysical account is of what took place in the boy's mind, but those are simply the facts.

4822. (*Mr. Acland.*) Would it be convenient to you to send us in an analysis of the expenses under the following heads ;—cost of education, cost of board, cost of establishment, rates and taxes, and buildings ?—It will be quite convenient to send it, but I should wish to obtain the leave of the governors first. (*See* Appendix.)

4823. (*Lord Taunton.*) I believe you have taken an active part as a member of the council in the establishment of a county school in Surrey ?—Yes.

4824. What is the object of that county school ?—It is to give an education to the sons of farmers.

4825. And also to the sons of mechanics, I suppose ?—To any who can afford to pay 30*l.* a year for their boys.

4826. What was your inducement to take a great interest in the establishment of this county school ?—I was invited to join it, and it seemed to me a very interesting subject and one in which I could be of use.

4827. Had you observed a great want of some means of education in the neighbourhood ?—Decidedly. The project had begun before I

Rev. E. W. Benson, B.D.

23rd May 1865.

joined the council. It was going on rapidly before I had anything to do with it.

4828. Had you had the means of observing that there was a great want of such a school ?—Distinctly.

4829. Had you any particular means of becoming acquainted with with that ?—In different places where I have resided, and in the parish in which I reside now, there are farmers, elderly men, who can read and cast accounts well, and whose sons have been brought up ignorant even of reading and writing, when those parents would have been quite willing and able to pay if they had had any place to send them to. They did not choose to send them to the National school, and no other place seemed to be open.

4830. (*Lord Lyttelton.*) It was not in connexion with your school ?—Not at all.

4831. (*Lord Taunton.*) Have you reason to think that the means of education for boys of that class have rather diminished than increased ?—Yes, I should think they had.

4832. Do you attribute that at all to the establishment of these National schools to which they are unwilling to send their sons ?—Yes, I think that has something to do with it.

4833. In what way have they set about establishing this county school in Surrey ?—It has been established by private subscriptions.

4834. Among the gentry of the county ?—Yes.

4835. I believe the Archbishop of Canterbury has taken an active part ?—He has shown much interest in it, and he laid the first stone as a resident in the county.

4836. Where is the site proposed to be ?—The buildings are erected at Cranley about seven miles from Guildford.

4837. Is it in operation ?—No ; it is to be opened in September.

4838. Will you describe the constitution and government of that school ?—There is a council of governors, consisting chiefly of gentlemen in the neighbourhood, with some persons interested in education, and they have appointed a head master lately. I think the management of the school will be almost entirely in his hands. They have drawn out certain lines which he is to follow, but he will rather feel his way.

4839. What is the name of the head master ?—Merriman.

4840. Is he a clergyman of the Church of England ?—Yes.

4841. What sum was collected among the gentry and others in the county towards the establishment of this school ?—Several thousand pounds.

4842. Was it many thousand pounds ?—Upwards of six, and the collection is still going on.

4843. Did the donation or subscription constitute a governor ?—No, the governors are elected by co-optation.

4844. Is it founded on any particular religous principle ?—Yes, Church of England entirely.

4845. Is a boy not admissible unless he attends the services of the Church of England ?—Not to the Surrey County School.

4846. Is there any course of instruction laid down, or is that left to the master's own discretion ?—No, the line which is proposed is this, that they are to learn Latin, mathematics, and French as an essential part of their work ; and they may have Greek and German lessons as extras, for which they pay extra.

4847. How much extra ?—Four pounds a year.

4848. (*Mr. Acland.*) For each ?—For each.

4849. For that they are boarded, lodged, and taught ?—Yes, the

County School buildings are provided by subscription. It is not intended to devote the subscription to the purposes of maintenance or paying the masters at all. The masters are to be paid and the board and servants provided by the payments of the boys.

4850. (*Lord Taunton.*) Do you go upon the principle that it is ultimately to be self-supporting ?—Yes.

4851. After the subscriptions and donations have given it a start ?—Yes, after they have erected the buildings,—no more

4852. (*Dr. Storrar.*) Has the subscription been entirely adequate to the establishment of the fabric ?—Not entirely at present.

4853. There is no debt ?—At present there is.

4854. (*Lord Taunton.*) Do you know how many boys there will be in the school at its opening ?—It is adapted for 150.

4855. Do you think that there seems to be a disposition in the neighbourhood to appreciate the importance of it ?—Yes, from all I hear there are a great many inquiries made about it in the neighbourhood.

4856. Are there any exhibitions or prizes or anything already given to the school ?—No ; it is intended to found small scholarships of from 10*l.* to 20*l.* a year, to be held within the County School, in order to enable deserving boys who need it to carry on their education a little longer ; but these scholarships will be founded from the profits.

4857. Do you intend to restrict the benefits of this school to boys within the county of Surrey ?—Not at all.

4858. They may come from wherever they like ?—Yes.

4859. You give no preference to the boys of the county ?—No.

4860. How are the boys appointed ;—is there any nomination ?—No, they are merely taken by lists,—by seniority of entrance. Then, of course, if there were a great press of numbers to the school it would be considered whether additional buildings could be erected ; but in any case it is supposed that that is all that would be wanted.

4861. Will boys be required to have any proficiency on entering the school ?—They must read and write.

4862. Not spell ?—Spelling I include in reading.

4863. (*Lord Lyttelton.*) Will a knowledge of arithmetic be required? —Yes, the first four rules. I should add that drawing is intended to be taught to all the boys there.

4864. (*Lord Taunton.*) There will be no special teaching in agricultural pursuits ?—No.

4865. No farm attached, or anything of that sort ?—Not at present.

4866. What is the extent of your land ?—Eight acres.

4867. Are you aware what it is expected the school buildings will cost ?—About 10,000*l.*

4868. (*Dr. Storrar.*) Would that include the purchase of the land ? —I believe so ; the land cost 400*l.*

4869. (*Lord Taunton.*) It was not given to you ?—It was given by Mr. Cubitt, one of the governors, who, in fact, originated the design.

4870. (*Lord Lyttelton.*) You mean that it is valued at that ?—Yes, he bought it for the purpose.

4871. (*Lord Taunton.*) Is there any intention of founding more of these schools and of uniting them under some system under a general college ?—No ; I think with regard to the Surrey county school there is a decided intention not to do anything of the kind.

4872. But to keep it distinct ?—Yes, and independent.

4873. (*Lord Lyttelton.*) The scheme of instruction has been formed by the body which is to be the Council of the school ?—Yes.

4874. Are they a body of Surrey gentlemen who take an interest in education ?—Yes, gentlemen and clergymen.

Rev. E. W. Benson, B.D.

23rd May 1865.

4875. What is the number of the council ?—24.

4876. What is the proportion of clergy ?—There are nine.

4877. Can you send us the prospectus of the school ?—Yes.

4878. These gentlemen when framing a school for the middle classes both of town and country, and considering the present deficiencies of their education, and the education they require, have fixed upon these three main staples,—Latin, with a view to the knowledge of the principles of language ; mathematics, for mental training ; and modern languages, for general social utility ?—Yes.

4879. These three they consider the main staples requisite for the middle class ?—Yes. Of course under Latin, I include what a schoolmaster generally does include in classics, form lessons in history, a couple of lessons a week on history ancient or modern, geography, and scripture also.

4880. You teach no technical subjects ?—No, none. But book-keeping will come under arithmetic at the Surrey county school, and mensuration under mathematics. There will be land surveying for those who require it.

4881. Do you consider the study of drawing to be important for that class ?—For the training of the hand and eye ; it is quite possible for most boys to get their hands trained to draw diagrams nicely and correctly ; as to freehand drawing and model drawing, if it were seen that they had any taste for that subject, they would pursue it ; if not, I think they would give it up altogether. At any rate there are many things which it is advantageous to be able to describe by a drawing instead of by long words.

4882. Do you think that for the middle class this training of the hand is important ?—For people who have anything to do with mechanics or engineering it would be very important indeed. There are many trades, such as a carpenter's, an ironmonger's, and a builder's, in which it would be useful. It would be serviceable again to land stewards, or farmers planning farm buildings or laying out roads, and to road-surveyors of course.

4883. Are all those 150 boys to be boarded ?—Yes.

4884. The plan does not provide for day boys ?—Yes ; boys from Cranley and the neighbourhood will be allowed to come at a smaller payment.

4885. (*Mr. Acland.*) Will you mention what that payment is to be ?—Sixteen guineas a year, I think, which is to include their dinner at the school. Boys not dining will pay eight.

4886. Is there a chapel built ?—Not built, but intended.

4887. The boys have a large playground of course ?—Yes.

4888. Is there any regulation made as to the length of time the boys are expected to stay at the school ?—No.

4889. That would be left to circumstances ?—Yes.

4890. Is any minimum age of admission fixed ?—Nine years old.

4891. With a reasonable entrance examination ?—Yes.

4892. (*Lord Taunton.*) Should you refuse to admit the children of Protestant Dissenters or Roman Catholic parents ?—Yes, if they did not conform. They would have to go to chapel and to the lessons.

4893. Lessons on the Articles of the Church of England ?—The Bible and the Catechism.

4894. (*Lord Lyttelton.*) Is it a condition that the head master should be a clergyman ?—Yes.

4895. (*Lord Taunton.*) Is every boy who remains there till a proper age required to be prepared for confirmation ?—Not without the consent of parents or guardians.

4896. In short, the school is strictly speaking a Church of England school ?—Yes. From the first the Surrey county school was intended by the council to be strictly a Church of England school.

4897. (*Dr. Temple.*) What are the data on which you have been able to fix the cost at 30*l.* a year ? — We made a collection of statistics from different schools, such as Hurstpierpoint and the Devonshire county school, and others in different parts of the country.

4898. Have you those statistics in any producible shape ?—I am afraid not. They were discussed merely as a matter of prospectuses. The prospectuses of the different schools were procured, and private enquiries made, and then they were talked over.

4899. Have you made any definite appropriation of the money that you expect to come in, showing how much you propose to apply to particular objects ?—No ; I have not had to do with anything of the kind. I do not know that it has been done.

4900. How is the master to be paid, for instance ?—He is to be guaranteed a certain sum, 300*l.* a year after there are 100 boys, until then 250*l.* ; and he is to have a capitation fee. His income will be about 500*l.* a year.

4901. Will he have a house ?—Yes ; a house is provided.

4902. Anything besides ?—Coals, water, and lights.

4903. How many masters are there to be ?—Three besides himself, for the first 100 boys.

4904. Will you tell us their precise salaries ?—Two are to have 100*l.* a year each, and one 75*l.*, I believe.

4905. Are they all to be university men ? — Nothing was settled about that.

4906. You have not appointed any of them ?—The head master will virtually appoint.

4907. He is left to use his own discretion ?—It is expressed in this way : that, subject to the approval of the council, he may appoint.

4908. Will they have board and residence ?—Yes.

4909. Are there any other extra masters besides the head master and the other three ?—A drawing master is to come from Guildford. Everything else is to be taught in the school.

4910. Music ?—Yes.

4911. To be taught by one of the masters ?—Yes ; that is to say, singing.

4912. Does the school educate day boys ?—From the immediate neighbourhood.

4913. Does it admit day boys boarding elsewhere than at home ?—No.

4914. That has been distinctly settled ?—Yes.

4915. No one is allowed to open a boarding house in connexion with the school ?—No, not at present.

4916. You say the charge for day boys is 16*l.* a year including dinner, is there any profit made on the 16*l.* a year extra charged to the boarders ; is that supposed to yield any profit to the school ?—Yes, it is hoped so. It is intended from that profit to make the exhibitions I spoke of.

4917. Is it supposed that the 8*l.* a year will entirely cover all the expenses ; all the salaries of masters, and the expenses of education, properly so called ?—I think it was not considered that 8*l.* had any distinct relation to the salaries of the masters. It was thought desirable that the school should not exist in Cranley without being of some use to the neighbourhood, and the 8*l.* was reckoned on what the people could pay.

Rev. E. W. Benson, B.D.

23rd May 1865.

The cost of their dinners was considered, and then what they could afford to pay, in order to get the education of the school for their children.

4918. Is it supposed that those coming from Cranley would be of a different class of society to the boarders ?—They might be, I think, very possibly, but they would be perhaps the children of the two or three principal shopkeepers in the village, and of farmers. At Hurstpierpoint and other schools of the same kind where the charge is the same there are a great number of the children of poor professional men.

4919. Is your scale of charges higher or lower than that of the corresponding schools which you compared it with ?—It is much the same; they range from 27*l.* to 30*l.* at Hurstpierpoint; with the teaching of German it is 34*l.*

4920. (*Mr. Baines.*) You have no subscriptions, but I understand the fees are expected entirely to support the school, and even to yield some profit ?—Yes.

4921. There are not any annual subscriptions ?—No.

4922. You have spoken of two or three principal shopkeepers, from which I infer that the population of Cranley is very small ?—Yes, it is simply a country village.

4923. (*Rev. A. W. Thorold.*) Was there any special reason for selecting Cranley as the site of the school ?—A branch of the railway is going to be made there, which will have a railway station, so that it will make the arrival and going away of the boys easy, and the coming in of the provisions easy. The parish is a very well worked parish, and the rector is a leading member of the Surrey School Council.

4924. Is it central and convenient for the rest of the county to get at ?—Yes, it is only nine miles from Guildford; and very accessible.

4925. (*Dr. Storrar.*) It does not seem that you have made any provision for teaching science in the school ?—No.

4926. May I ask what would be your opinion as to the advantage of introducing a scientific element into a school of this character ?—I think it would be advantageous.

4927. (*Lord Lyttelton.*) For farmers particularly you think ?—Yes; I should decidedly desire to teach them botany, for instance, and chemistry still more so; but it does not follow that the boys will be all farmers.

4928. (*Dr. Storrar.*) Still it will in some degree follow that the boys will eventually belong to that class of society in which some knowledge of science might be useful for the purposes of life ?—Quite so. I should think it would be a very good thing to introduce it indeed. Of course the Surrey school is in some sense an experiment, and we are anxious to keep within our finances.

4929. (*Mr. Acland.*) Is it your opinion that for the religious character of this school it was necessary to make it so exclusive as it is made ?—No, I decidedly think it would be good for the character of the boys and for their lives afterwards, if they admitted both Roman Catholics and Dissenters. They will live with them in the world.

4930. What arrangement should you think best to secure a real vitality in the practical religious teaching of the school, coupled with a regard to the conscientious scruples of those who differed from them ?—I do not see how it would be affected in any way; it would go on for the rest of the school whether there were Roman Catholics or Dissenters living among them or not. I would not have admitted into the school itself the ministers of other denominations.

4931. You do not mean that you would require them all alike to receive that teaching ?—No, but I would teach in the forms simply,—the doc-

trines of the Church of England, the Catechism, and the Scripture lessons, by clergymen or others of the Church of England, and allow those boys to be exempted if their parents wished it.

4932. Would you think it desirable to make any special arrangement to secure their religious instruction?—I think it ought to be pointed out to the parents who choose to send them, that the responsibility is a very great one, and that it is theirs. They will not generally be regardless of it. At Wellington College, for instance, Roman Catholic boys go to Reading; there is an excellent priest there to whom they go. We do not allow him to give any instruction within the college at all, but they go to him. We have had no trouble with regard to Dissenters.

4933. I understand you to say that at Wellington College you require them either to attend or to go elsewhere?—No.

4934. You do not allow them to neglect the subject altogether?—Yes, if they choose; but they will not choose.

4935. (*Lord Lyttelton.*) Have you children of Dissenters who are exempt, not only from the teaching of particular formularies, but the general religious teaching of the school?—No, we have not practically, but we might have. We have had sons of Unitarians, and several children of Presbyterians, and none of them have at any time expressed a wish that their boys should be exempt from either worship or teaching. We have had two Roman Catholics at Wellington College; they have desired to be exempted from the worship, but to attend the teaching. Opinions, however, seem to differ, some priests have wished them to attend the worship as well.

4936. Do you believe that the parents of those children have acted under the advice of their priests?—In fact they have left it to them.

4937. They were the children of gentry?—Of officers.

4938. (*Dean of Chichester.*) Would this arrangement, of having no definite responsible religious teaching, interfere with the discipline of the school?—You mean for the excepted boys?

4939. Yes?—No, I do not think so.

4940. If a parent had no religion at all, you would allow the boy to stay away just like any others?—That would be a different point; our rule in Wellington College is, that no boy should be required to attend at worship or teaching whose parent objects on the ground of religious dissent, not on the ground of atheism.

4941. (*Mr. Baines.*) Do you think that the plan of county schools is adapted to other counties as well as to Surrey?—Yes; I imagine that the county is a very good and unobjectionable kind of division.

4942. May I ask what you think will be the effect on the middle-class education generally of the country? How will it affect private schools? Will it stimulate them, or will it destroy them? Or will it destroy the bad and stimulate the good? Have you thought of that?—Yes; there is no doubt whatever it will destroy a very large number. With regard to the others, there will always be a great number of parents who will have a prejudice in favour of absolutely private managements, and of managements irresponsible except to themselves. Therefore, private schools will always exist, and in order that they may make any show whatever, they must, of course, be very much stimulated.

4943. (*Lord Taunton.*) Without asking you to go into particular cases, I will ask you what is your general impression of the character of the middle-class private schools in the county of Surrey and its neighbourhood?—I have never been inside one of them myself, but I have talked to some of the clergy who are generally invited to go there,

Rev. E. W. Benson, B.D.

23rd May 1865.

and the impression they have given to me is that they are as bad as bad can be.

4944. Do you imagine that the education given there is very imperfect and superficial ?—I should think very.

4945. Have you reason to believe that the discipline and the moral training are not of a nature to produce a favourable effect on boys' minds ?—People who open these schools have no object generally except to make money.

4946. Are they not frequently persons not of that moral standard that a schoolmaster ought to be ?—Clearly not. I am speaking entirely from information that I have received, but I have no doubt of that at all.

4947. Of course there are some very great exceptions ?—Yes, no doubt ; if there are, I hope they will always continue to flourish ; there will always be a demand for them.

4948. Do you believe that the middle class, such as farmers and small tradesmen, are becoming aware of the deficiency in the present means of education afforded to them and their children, and are anxious to avail themselves of any better scheme that may be adopted ?—I think so; but in this case the supply will increase the demand.

4949. Have you at all turned your attention to the question of endowed schools ?—I know sad histories of one or two endowed schools.

4950. You have given your opinion as to private schools, what do you say to endowed schools, generally speaking ?—There are some, of course, which are in very magnificent working, and do more good perhaps than any public school,—really more wide-spread good,—such as Birmingham, for instance ; but of course there are a large number in out-of-the-way places, which have very much decayed within the last 40 years, and the income of which seems to be half wasted. The education appears to me often to be a good one, but not desired.

4951. Are you speaking of cases in which the endowments are very small, or when they are misapplied, or both ?—Both.

4952. Do you believe that the cases of endowments being misapplied are very frequent ?—A considerable proportion of those that I know certainly are. When I say that, I do not mean that it is given to anybody but the people whom they are required to teach, but those they wish to teach have no qualification for it.

4953. Then they are not made proper use of for the purposes of education ?—Not full use.

4954. Have you at all turned your attention to any general scheme which would be practicable and expedient for rendering those endowments better available than they are for the purposes of education ?—Not until the issuing of this Commission. It was, I always thought, a hopeless subject before.

4955. Can you now favour us with any suggestions or any plan of improvement which you may have conceived ?—I think schools want dealing with in different ways. A plan of inspection of course suggests itself at once, but I think a certain large number ought to be exempt from it. I think the inspection ought not to be extended to schools which are in such circumstances as to develop an individuality of their own, or a special line of their own. It would be a great pity to cut down those schools to one standard and that standard a mediocre one.

4956. (*Lord Stanley.*) Do you assume that inspection necessarily implies uniformity of teaching ?—I think it must in the long run ; it tends to fix a standard to which the schools must be brought, and to check their branching out into any individual lines.

4957. You do not think it possible so to manage inspection as to

ascertain that a school is teaching really well that which it professes to teach, leaving the widest possible latitude to the masters or managers as to what the subjects taught should be?—I have not thought of any scheme by which that could be effected. I should have thought generally that inspectors must establish a standard in their own minds.

4958. (*Lord Taunton.*) In the case of very small endowments, do you think it would in some cases be advantageous to suppress them for the purposes of direct teaching, and to use them in combination with some larger endowments for the purpose of promoting education by means of exhibitions, scholarships, or otherwise?—I should have thought that there were few neighbourhoods in which scholars able to benefit by a certain education had so entirely passed away, that, if local foundations were kept at all, the small endowments could not be made useful to the district and the locality.

4959. For instance in the case of 10*l.* or 12*l.* a year, which is now handed over to the National schools, do you think that an endowment of that kind might be made available to promote middle-class education, not by means of a middle-class school, but by means of in some way indirectly promoting the cause of education in the district?—That is what I meant. But I have not enough knowledge at present of the extent of such endowments to answer safely.

4960. (*Lord Lyttelton.*) With regard to the instruction of boys, do you adhere to the opinion which you gave at the end of the paper which you sent to the Public Schools Commission, that it is an axiom in education that the power of steady work and the faculty of reflection seem to be better cultivated by giving the main portion of time to one kind of work and smaller portions to others, than by dividing the time equally between both; and that this seems to operate towards more progress even in those which occupy the less time?—Most distinctly.

4961. (*Mr. Baines.*) I did not quite understand your opinion of the endowed schools generally. I understood you to say that some were good and of others that a large number might be good but that the education which they gave was not prized; do I understand that your opinion is generally that the education which they give is good, or would you think that any considerable number of them were inefficiently or ill conducted?—I do not quite understand how to reckon them. The endowments may be taken numerically or with regard to their total value. I should say that of the whole of the endowed schools I am acquainted with the endowment of a considerable portion is spent very well, because such schools as Birmingham and others take a very large amount of money, but if the schools over the whole country were counted and taken numerically no doubt that there are a great many which are not doing much.

4962. (*Dr. Storrar.*) You have stated that you are apprehensive that a system of inspection would cramp the freedom which you think schoolmasters ought to possess in a school?—I meant universal inspection. I think inspection is an excellent means of bringing schools up to a certain level, but I also think that there are schools which would be cramped by it.

4963. But supposing you were to proceed in this way, asking the schoolmaster how he filled up the work of the week, what was his system of instruction, and then allowing the inspector to examine the proficiency of the boys in the subjects which were professed to be taught. For instance, if chemistry were taught, the inspector would examine in chemistry; if chemistry were not taught something else probably would take the place of chemistry, and the inspector would examine in

Rev. E. W. Benson, B.D.

23rd May 1865.

that other subject; would you object to an inspection of that kind?—I should object to an inspector who had a great fancy for chemistry in general education examining, for instance, in the Latin which was the substitute for it.

4964. But then possibly under a general system the inspection might be adapted to the class of school?—So as to counteract personal leanings to particular studies?

4965. For instance, in a group of schools where science was taught, an inspector would be appointed to examine that group of schools capable of doing justice to that department of science?—It would, of course, be very desirable to have a test, it is usually sought by the schools themselves to have a test of their efficiency.

4966. In National schools inspection may have a tendency towards uniformity, but does it appear to you that there would necessarily be a tendency of the same kind in endowed schools?—I should have thought it was the general tendency of inspection, but a scheme might be devised which perhaps would get over that objection.

4967. (*Rev. A. W. Thorold.*) It would depend a great deal on the inspectors themselves?—Yes.

4968. (*Mr. Acland.*) Would not the tendency to uniformity very much depend on the nature of the inspecting authority and the constitution of any board from which the inspection was to flow?—Yes, no doubt.

4969. Can you suggest any means by which the good objects of inspection might be attained, providing for adequate freedom of the schools?—One object is insured by special inspectors taking different departments of the work, but I do not know how this is to be combined with what, I believe, is considered another advantage, namely, the personal impression gained by one man of the whole work and management. Perhaps this is less valuable than the test by results in detail.

4970. Supposing the authorities came to the conclusion that some inspection was desirable, do you think it advisable that that inspection should flow from several bodies, such as the Universities of Oxford, Cambridge, and London, with others, or that it should flow from a Government board, or from some federative inspection combining all?—I should have said not one Government board; I do not know whether a federative board might be framed.

4971. Do you think it would be desirable to have a sort of free trade in inspection, securing that there should be inspection, but allowing certain bodies to be recognized as inspecting bodies?—I should prefer free trade.

4972. Have you turned your attention to the Oxford and Cambridge local examinations?—I have never seen the examinations conducted.

4973. Have you considered the scheme and the system under which they are conducted, with reference to your county school?—Yes, we hope to bring it under that scheme.

4974. Are you of opinion that, on the whole, that scheme is so framed as to concentrate the efforts of all middle-class schools?—I dare not speak so widely, but it seems well planned.

4975. Have you any reason to think that it is difficult to arrange the work of a school for the middle classes, so as to enable them to prepare the boys for those examinations without confusing all their classes and all their teaching?—I do not know; the width of the Woolwich, and still more of the Indian, examinations, causes difficulty, but I have not studied the middle-class examinations with a view to this.

4976. You have not looked at it practically enough to give an opinion ?—No.

4977. You spoke of the education in some smaller grammar schools being in your opinion good, but not desired; why do you think it is not desired ?—From the way in which they have dropped off; the pupils have fallen away.

4978. What is the ground on which the absence of demand rests; is it because the persons who might use it are incompetent to judge of it, or because it is in some respects not adapted to the wants of our time ?—For both reasons. It wants a little enlarging.

4979. Do you think the principle which Lord Lyttelton quoted from your evidence might with advantage be applied to these grammar schools, namely, that of making one or two subjects the principal objects, and enlarging the scheme without impairing the essential principle of grammar-school teaching ?—Yes, I quite think so.

4980. Do you think it is possible to give to the middle classes, especially the humbler ranks of the middle classes, an education which shall be in principle really a liberal education, and a practical education in the sense in which you would consider it practical, and at the same time leave ourselves very free indeed from any restriction to Latin, making, therefore, more use of English literature, mechanics, and science, taught in a really healthy and liberal spirit, or do you think that impossible ?—I should have thought that impossible. There might be freedom from Latin, but I could not strictly call an education liberal which consisted of those three elements only. I do not, at present, see how they could be really educated in a literature like the English, of which the language itself would not be half understood, even apart from the abundance of the matter. Being taught your own language a little better is quite different from making language, as language, an element in your training. Your own language is too transparent for that purpose to all but those who are already observant.

4981. (*Lord Taunton.*) Is there any other point connected with middle-class education to which you would like to call the attention of the Commission ?—I do not know of anything. There is one point which it is, perhaps, desirable that I should add to the former part of my evidence, that, namely, with regard to Wellington College, that, the funds were raised by private subscription, and that the governors are acting under a charter which has only been in operation for ten years.

Appendix.

Statement furnished by G. Chance, Esq., Secretary to the Governors.

Wellington College.

	£	s.	d.
Cost of buildings - - - - -	£85,000		
Annual cost, per head, of pupils :—			
Education - - - - - -	28	9	6
Board - - - - - -	24	10	0
Establishment, including servants' wages, wages of gardeners and labourers - - -	24	7	6
Maintenance of building and grounds, repairs of furniture, laundry and gas, and clothing, 6*l.* 17*s.* each pupil.			
Rates and taxes - - - - -	0	12	6
	£77	19	6

Rev. W. C. Williams, B.D.

23rd May 1865.

The Rev. WILLIAM CHARLES WILLIAMS, B.D., called in and examined.

4982. (*Lord Taunton.*) You are connected with a school called the "North London Collegiate School," I believe?—Yes.

4983. Are you a clergyman of the Church of England?—Yes.

4984. How long have you been connected with that school?—Since the year 1850, when it was first established by the vicar of St. Pancras.

4985. What is the nature of the school? Is it a proprietary school?—It was established by Mr. Dale, the vicar of St. Pancras, as a public school for the middle classes. A public meeting was held of the inhabitants to consider what steps should be taken for the promotion of education in the large parish of St. Pancras, containing then 200,000 people, and it was decided that it was expedient to establish a school. A committee was formed, who laid out their plans, and submitted them to the late Bishop of London who approved of them. I was then a curate in St. Pancras, under Mr. Dale, and I applied for the mastership of it, having taken a great deal of interest in education in that parish. Accordingly I was appointed by Mr. Dale, as the vicar of the parish. I was bound, under the resolution, to carry on the school on certain principles, which principles were laid down and are embodied in the prospectus.

4986. Will you tell us what those principles are?—After deciding that the school should be established for the middle classes of St. Pancras, and having heard the plans which the committee had adopted for the regulation of that school, and having also heard that I purposed to carry on the school in obedience to those plans, the school was declared formally opened. It was established to be conducted under the general superintendence of the vicar and the clergy of St. Pancras, and was divided into two departments, the mercantile or commercial, and the classical or professional; the course of study in the former having direct reference to mercantile life, that in the latter to the professions, entrance to the universities, and all those posts in life for which a good education is required. Here follow the subjects of study. In the commercial department:—"Instruction in the truths and duties of Christianity, in "conformity with the doctrines of the Church of England; English "grammar, composition, and spelling; French; German; geography; "writing and bookkeeping; history (ancient and modern); and chrono-"logy; arithmetic, general and commercial, with mental calculation, "Euclid, algebra, and higher mathematics; elements of natural philo-"sophy, mechanics and chemistry." The subjects of study in the classical department are the same, but we substitute Latin and Greek for German and for bookkeeping.

4987. You have stated that this was established as a public school, were there subscriptions and donations invited to set it going?—We received some donations from certain noblemen connected with the place, territorial landlords, also from the late Bishop of London, from Mr. Dale, and from a variety of other people, to start the school with its various expenses.

4988. Do you mean, to provide buildings for the school?—To provide fittings and a variety of other things.

4989. Did you purchase a building or hire one?—The building was hired by Mr. Dale on a lease, in conjunction with certain other gentlemen.

4990. Is that the building you still have?—Yes.

4991. Do you go upon the principle that the school should be self-supporting?—Yes.

4992. What is now the expense to a scholar, including everything ?—Nine guineas a year includes tuition in every branch of education, stationery, and copy-books. There is no payment beyond that.

4993. (*Lord Lyttelton.*) No extras ?—None of any kind whatever, with the exception of drawing. Those who like to learn drawing pay two guineas a year.

4994. (*Lord Taunton.*) Have you any boarders ?—No ; but two of the other masters take boarders.

4995. What number of scholars have you ?—We have about 420, I think, or very close upon it. There is a per-centage always away ill, but we have 420 upon the books.

4996. (*Lord Lyttelton.*) Has that number been nearly constant throughout ?—It has been constantly increasing. The first year we had 40, and each year has increased over the other.

4997. (*Lord Taunton.*) Has the constitution of the school at all altered ?—Has the proprietary principle been engrafted upon it in any manner ?—No, it amounts to the same as it is in a grammar school in the country, that I have to meet the expenses and then I have as my stipend the overplus.

4998. (*Lord Lyttelton.*) To whom do the buildings belong ?—The building actually belongs to Lord Camden, but it is leased.

4999. Who pays the rent?—Some four or five years ago the lease was vested in Mr. Dale, but, contemplating leaving St. Pancras, he threw it up, and the landlady offered the lease for sale, and I bought it.

5000. (*Lord Taunton.*) Then it may be said in the main to be a private school ?—I do not consider it so, because we have the support of Lord Camden. He gives us a silver medal every year ; he also gives a prize. Lord Dartmouth gives a prize ; Lord Southampton gives a prize ; Lord Llanover gives a prize ; Mr. Harvey Lewis and Lord Fermoy, the members, give a prize, and there are many other prizes.

5001. Should you consider yourself free to alter the constitution of the school altogether ?—I have never done anything in the school since it was started without the consent and approbation of the vicar of St. Pancras. I consider myself as acting under him, in fact.

5002. I think you stated that a sum of money was subscribed to start the school ; that was done to start a school that was to be conducted on certain principles ?—Exactly.

5003. Should you consider yourself free to treat it as a private school so completely as to alter its principles ?—Certainly not.

5004. But there is no trust deed or anything of that sort ?—Nothing beyond the resolutions passed at a public meeting of the inhabitants.

5005. (*Lord Lyttelton.*) You consider yourself under a moral obligation to the inhabitants to go on on a certain principle ?—Yes, and the vicar too.

5006. (*Dean of Chichester.*) Suppose it was to break up to-morrow, to whom would the property belong ?—The property belongs to Lord Camden, and the lease will expire 20 years hence.

5007. The lease belongs to you ?—Yes.

5008. (*Dr. Temple.*) But the property is not held in trust for school purposes in any way ?—No, it is not so at present. We are precluded from doing anything in the matter till the lease expires ; then the ecclesiastical Commissioners will have a portion of the property, and we hope to get an endowment from them or something when the time comes.

Rev. W. C. Williams, B.D.

23rd May 1865.

LORD STANLEY IN THE CHAIR.

5009. (*Lord Stanley.*) As a fact, you have no endowment at present ?—We have none.

5010. (*Mr. Acland.*) Do the vicar and clergy exercise any authority over the school ?—They exercise this authority,—they can come into the school, and they are at liberty to examine a class.

5011. In the event of your death, would they have the right to appoint your successor, or would the school be the property of your executors ?—It so happens that the building is mine, and the vicar and clergy originally had that authority over me, that if they saw anything in the management of the school which they disliked, and I refused to resign, they might close the building at once.

5012. Have they that authority now ?—They have not that authority now, because the lease was exposed for sale, and I purchased it, but I do not anticipate that anything will ever be done on my part to call for interference.

5013. (*Dean of Chichester.*) It is in fact a private school; it belongs to you ?—I should hardly feel myself at liberty to say that.

5014. (*Dr. Storrar.*) What was the sum of money that in the first instance was raised to set this school going ?—I think between 100*l.* and 200*l.*

5015. (*Mr. Baines.*) Is the furniture yours ?—Yes, I purchased that.

5016. (*Lord Stanley.*) Can you tell us of what class are the parents of the majority of the children in the school ?—We have the sons of the parochial clergy, a great many doctors, a great many lawyers, respectable tradespeople, artists, and writers in the newspapers and magazines.

5017. It is strictly a middle-class school ?— Strictly.

5018. (*Lord Lyttelton.*) But of somewhat the upper region of the middle class ? When you say respectable tradesmen, you mean in fact large shopkeepers ?—I mean a man who would keep a linendraper's or a hatter's shop.

5019. (*Lord Stanley.*) What is the proportion of boarders to those who attend daily ?—There are, I think, not more than 22 or 23 boarders, and the rest are day boys. It would be about 400 day boys to 20 boarders.

5020. In the main the school is for day boys ?—Yes.

5021. In the return which I have before me, I understand you to say that they come from a distance of about two miles ?—A circuit of about two miles; some greater distances and some less.

5022. Do they remain all day, or do they go home to dine ?—Those who like to go home to dine can do so. They do so if they live near. Those who wish to remain all day on account of its being wet can also do so by bringing a sandwich box with them, or they can go to a neighbouring dining-room, where I have made arrangements for the proprietor to give them dinner at so much a head.

5023. (*Lord Lyttelton.*) They do not dine in the school buildings ? —No.

5024. (*Mr. Acland.*) Will you state what the charge is for dinner per head ?—It is ninepence for dinner; they do not breakfast or sup there.

5025. What does that include ?—Dinner off the joint, with potatoes and some other kind of vegetable, bread, and pudding or pie.

5026. Any drink ?—Water; not beer.

5027. (*Lord Lyttelton.*) Do you undertake any responsibility with reference to the boarding system; or is that between the parents and the masters of the boarding houses ?—The masters of each boarding

house direct their own domestic affairs in their own way. I am totally irresponsible for that.

5028. (*Lord Stanley.*) What length of holidays is allowed?—Three weeks at Christmas; ten days at Easter; and five weeks at Midsummer. We always have a few odd days over each time, which brings it up to ten weeks.

5029. You are working forty-two weeks out of fifty-two weeks?—Yes.

5030. What do you require that the boys should know upon admission?—We have three departments; the classical, the commercial, and the junior departments. I expect that a junior should be able to read an easy passage in St. John's Gospel, words of one syllable, and spell.

5031. (*Mr. Acland.*) Any arithmetic?—No; I do not require them to know anything about that.

5032. Is the rate of payment for the junior department the same as that for the older boys in the classical and commercial departments?—The junior department is six guineas, and the rest of the school nine guineas.

5033. (*Dr. Temple.*) What separates the junior department from the rest of the school?—They are on a different floor.

5034. I mean what separates them in this sense; how do you determine to which department a boy is to go?—I examine a boy on entrance myself, and if I find that he is a fair reader and speller, and knows a little grammar and arithmetic, and can read pretty well, I consider him beyond the junior department, and forward him either to the classical or the commercial department, according as his parents wish him to receive a classical or a purely commercial education.

5035. Then, practically, you have three distinct schools?—Yes.

5036. (*Lord Lyttelton.*) What are the numbers of each department; how many are there in the classical department?—In the classical department I should say 250; in the elementary department or junior school, 50; and in the commercial school about 120. I am giving you round numbers.

5037. With regard to the parents, do you observe any distinction as to the classes of parents who put their boys in these several departments; can you say what class of parents they are who wish their boys to have a classical education, and what class of parents they are that wish them to have a commercial education?—I can give very marked evidence on that point. All those parents who are shopkeepers and tradesmen, one and all repudiate Latin and insist upon the commercial department; that department was forced upon me to meet their views. Parents in a profession, such as dentists, doctors, lawyers, or anything of that sort, universally put their boys into the classical department, where Latin forms the leading study, though not to the exclusion of other studies.

5038. With regard to your own opinion, and assuming the common view of the importance of Latin as an instrument of education, do you believe that it is of value for the shopkeeper class as well as for other classes?—The best proof I can give of it is this; you see that the members, Mr. Harvey Lewis and Lord Fermoy, give a gold medal for German and French every year, boys in the mercantile department study German and French daily as a part of their course, while the boys in the classical department do not learn German at all; it is voluntary; it is learnt out of school hours, and there is no time whatever allotted to it; yet, universally, in all examinations, whether

Rev. W. C. Williams, B.D.

23rd May 1865.

in arithmetic or mathematics, French or German, the boys who learn Latin beat the others out of the field.

5039. The value of it is not appreciated by the parents of this class themselves?—Not by the shopkeeper class, those who are ignorant of it. Of course a blind man cannot know what a prospect is, he has never seen it and therefore cannot appreciate it.

5040. (*Lord Stanley.*) But it is your experience that the boys who have learnt Latin are the most successful in all branches of study?—Yes, and those who superadd Greek to Latin and take up German, still as a voluntary study, are still more strong.

5041. (*Lord Lyttelton.*) Those are the cleverest boys of the school?—Not necessarily. I do not see why boys in the mercantile department *cæteris paribus* should not have the same amount of brains as the other boys, yet the boys who learn Latin universally beat the other boys in everything, although, as I have said, those who do not learn Latin spend most of their mornings in German and French, and the boys learning Latin take up German as a recreation.

5042. They all learn mathematics?—Yes.

5043. (*Mr. Acland.*) Do you draw the conclusion that Latin is a more invigorating study for the class of boys whom you have to deal with than mathematics?—Most decidedly. To make up for the want of Latin I have substituted the learning of pages of etymology, that is, English words showing their Latin derivatives; and, as a discipline of the mind, I have made the boys learn elementary logic, showing the structure of sentences; but the Latin boys will beat the other boys on their own ground. They will take up the etymology book and beat the others in that, and they will beat them in the elementary logic, which is merely established as a discipline of the mind, like drill is to the body.

5044. Do you mean what is sometimes called analysis?—The analysis of sentences.

5045. Such as Morell's?—Exactly.

5046. Do you find that a popular subject with the boys or not?—No, they do not like it, it is very dry.

5047. Do you think it tells much upon their minds?—I think it is a useful study decidedly.

5048. (*Lord Lyttelton.*) Do you send many boys to the Universities?—A few go.

5049. (*Mr. Acland.*) How many in a year?—I suppose not above one or two in a year.

5050. (*Lord Lyttelton.*) Do they generally leave you about the age of 16?—I should say about the age of 15 or 16.

5051. (*Mr. Acland.*) Have you sent in many boys for the local examinations at Oxford or Cambridge?—Yes, we have passed about as many as any school in England.

5052. Will you state what the effect upon your boys has been, and your opinion generally of the practical working of those examinations?—The Oxford local examinations decidedly have given all the boys a great thing to study for; it has given them a point to which to direct their minds instead of merely receiving an education which they take as a matter of course. They have now got a point to which their energies are to be directed, namely, the passing of this examination, and, if possible, in the first class. I have noticed since these examinations were established a decidedly increased tone of study and application in the school.

5053. Limited to the boys who go in for the examinations or extend-

ing to others ?—It leavens the whole lump, the competition for prizes is increased by it.

5054. Have you found any practical inconvenience as affecting the working of your school, and the division into classes or departments, arising from those examinations ?—Not the least.

5055. Do you find that the standard necessary for passing is quite sufficiently low to enable all average boys, who have been fairly taught, to pass ?—I think the standard of mere passing is rather too high as far as the juniors are concerned. I have all along held that, and the London local committee have held it with me, and I have memorialized the University of Oxford on the subject. In fact I think a deputation went down there beseeching them to lower the standard for merely passing. Unless the boy is a very forward clever boy he will scarcely get through the large number of subjects that are required.

5056. Are you speaking of the preliminary examination, because the optional subjects are not many; no boy is obliged to take up more than one or two optional subjects ?—I should say in both cases, the preliminary and the optional, with respect to the whole, the standard requires to be lowered to ordinary boys.

5057. (*Dr. Temple.*) Perhaps you think that the preliminary examination ought to be enough by itself ?—I am not prepared to say that.

5058. Then perhaps you think one of the subjects in the preliminary examination ought to be made optional ?—I would make the analysis optional, for that is such a very difficult subject for young boys; that is the point I have memorialized the University upon.

5059. Are you aware of the difficulty there is in altering that preliminary examination ?—No.

5060. The difficulty, namely, that these examinations have been accepted for various purposes, and that it would re-open the whole question of whether they should be accepted or not ?—I was aware of that.

5061. (*Mr. Acland.*) Do you find that the variety of subjects which are optional afford you sufficient scope for boys of talent to show what they know without frittering away their attention, or do you find any evil arising from the multiplicity of subjects ?—I think, in the first place, there are too many subjects in the preliminary examination, and too much required in each ; secondly, that on the day of examination the time allowed to answer the questions is not nearly enough for each subject ; and thirdly, that the time throughout the day, from nine o'clock in the morning till eight o'clock in the evening, under continuous examination, with only a short interval between, is too much for boys of 14 ; it is too much for a man, I could not do it myself to do justice to myself.

5062. The bearing of my question was looking at the other end of the examination, having spoken of the necessary standard for passing, my intention was to ask you whether the arrangements of the examination are in your opinion satisfactory or unsatisfactory in reference to the scope which they give for talent in the various directions of language, mathematics, or science, and whether you think that the arrangements are such as to enable boys to study one or two subjects accurately, or to disperse their attention by too great variety ?—I think that the Oxford local examination most decidedly tends to encourage boys in concentrating their talent upon a particular subject, but at the same time they are forced by the multiplicity of subjects to get a smattering of a good many instead of a perfect knowledge of a few.

5063. Can you suggest any means of remedying those defects consistently with maintaining the preliminary standard, which is virtually

Rev. W. C. Williams, B.D.

23rd May 1865.

equivalent to that required by the Civil Service Commissioners and other public bodies?—I would suggest that the requirements in the matter of geography are rather too much for boys of that age.

5064. Are you speaking still of juniors?—Yes. I would suggest also that the historical part of the examination entails a great deal of what we technically call "cram."

5065. You are still speaking of the preliminary subjects?—Yes.

5066. Looking at the senior examinations will you state generally, in any way you think advisable, what is your opinion of the practical working of those examinations for the professional and the middle classes, which you have to deal with?—I think the senior examination is of the greatest value to boys, because they carry away with them what is equivalent in a boy who has not had a University education to a degree. They have the title of A.A. conferred upon them by the University of Oxford; that is a stamp and a guarantee of their acquirements, and it encourages them.

5067. That is as regards the reward given; do you find the reward much valued?—Very much.

5068. As regards the character of the examination and its effect on the school work, which was the purport of my question, what is your opinion?—The subjects required by the University are so exactly those which are taught in all schools that are not exclusively preparatory for the University, like Harrow or Rugby, that no alteration was necessary in our school in order to meet the *curriculum* which the University had laid down; we were following it with the exception of the analysis.

5069. Do I understand you to say that with the exception of certain details of these preliminary subjects you consider the scheme of examination drawn up by the Universities to be well adapted to the practical wants of the middle classes, which you were already supplying in your school before these examinations existed?—When the Universities published their schedule of subjects for examination it was identical with the course already laid down by the vicar and clergy of St. Pancras with the exception of analysis, which had to be introduced afterwards.

5070. Is there any other remark which you would like to make on the subject of the arrangements of the Oxford examinations?—With the exception that the standard for the third class, that is for the mere pass, should be lowered in all the subjects, I have nothing further to suggest than to say that nothing can be fairer than their classification of boys considered worthy of the second class and those considered worthy of the first class.

5071. I observe that you have four French graduates on your staff; have you ever heard any fault found by them with the examinations in French?—You are probably aware that in some quarters it has been considered much too strict; what is the opinion of your French staff on the subject?—I have never consulted them on that subject because I myself occasionally take the boys who are going in for the Oxford examination in the translation from French into English, considering that a Frenchman is not such a good hand at that.

5072. Will you be so good as to state your own opinion?—The Oxford local examination in French is too severe for boys of that age.

5073. Have you any remarks to make on the difference between the Oxford and the Cambridge scheme of examination?—I consider the Cambridge scheme in the first place for the juniors a great deal too difficult, so difficult that although I had last year four first class juniors in the Oxford local examinations, I have not sent up any of those boys to the Cambridge examination.

LORD LYTTELTON IN THE CHAIR.

Rev. W. C. Williams, B.D.

23rd May 1865.

5074. (*Lord Lyttelton.*) You mean you would be glad that some of your boys should have the distinctions from both Universities?—I think the Cambridge examination is so difficult for boys of that age that I have never ventured to send them up.

5075. If it had not been so, you would have sent up boys who succeeded in the Oxford examination also to the Cambridge examination ?—It amounts to that.

5076. (*Mr. Acland.*) There is some advantage, is there not, in a master confining himself to one examination, which enables him to concentrate himself upon a public scheme for six months, and reserve his own discretionary power for the other six ? Is it not advantageous for a master to do that, or do you think it better for him to take one scheme of examination at Midsummer and the other at Christmas?—The Oxford examination is of so much more value to the boys, inasmuch as it confers the title of A.A., that it will always preponderate over the Cambridge examination, which gives no title, and therefore our boys do not care about preparing for the Cambridge examination. I never had but one application from a boy to go in for the Cambridge examination, and that was last week. It was from a boy of 16, and I said to him, " You might as well attempt to fly as pass that examination."

5077. (*Rev. A. W. Thorold.*) You are a Cambridge man yourself ?—Yes.

5078. (*Dr. Storrar.*) Have you ever sent in any boys to the matriculation examination of the University of London ?—Yes.

5079. Of course the number is much smaller than that you have sent to the Oxford examinations ?—Yes ; but one boy came out the head in mathematical honours, and got the scholarship two years ago, and others have matriculated in the first class.

5080. Is it an examination which is sufficiently aimed at by your boys to have any stimulating effect upon their studies ?—The number of boys who prepare for matriculation at the University of London is limited almost exclusively to those who are about to follow medicine, the degree being of no use for ordination or for certain other things.

5081. Would you say it was of no use for ordination ? A bishop might admit a graduate of the University of London to holy orders, and some bishops do now ?—The Bishop of London will not.

5082. You do not know, then, of any of your scholars going forward to any other faculty for graduation than that of medicine at the University of London ?—No, I never heard of any boy doing so, except with that view or to get the scholarship which they give away.

5083. (*Lord Lyttelton.*) What do the sons of the clergy who come to you generally go to, when they leave your school ?—I think they mostly have gone to some secular business—not to become clergymen.

5084. To some profession ?—Yes.

5085. (*Rev. A. W. Thorold.*) You spoke of clergymen's sons in your school : how many have you, do you think, altogether ?—I should think about 20.

5086. Should you say that the considerably larger portion was tradesmen's sons ?—No ; I should say, in round numbers, about half.

5087. You receive boys in some instances probably who have been to other schools ?—Yes, continually.

5088. How do you find those boys to have been taught as to their grounding ?—If I were to say the truth, I should probably be thought severe. Universally, I really find a boy knows nothing of English grammar, nothing beyond the most elementary facts in geography, totally

Rev. W. C. Williams, B.D.

23rd May 1865.

ignorant of English history, unable to say his catechism, a bad reader, and not a good speller.

5089. What class of school do they chiefly come from?—From schools in all parts of England. Boys who have been sent by their parents living in Camden Town or St. Pancras to schools in the country, to benefit their health when young, come to us after having been at these schools four or five years. They come at the age of 13, very often knowing nothing.

5090. (*Lord Lyttelton.*) What is the general age of admission to your school?—I generally recommend the parents not to send them before they are eight years old for the junior school; and at the age of 10 I expect them to join the classical or the commercial department.

5091. In the case of those who come to the junior department, is your school mostly the first school which they come to?—Mostly so. They sometimes go to a lady's preparatory school first.

5092. Is it your own wish to have them as young as you can?—Decidedly. All those boys whose names you see in this prospectus as having taken first-classes are boys who have been with me from early years, and have graduated for the different classes until they have gone in.

5093. (*Rev. A. W. Thorold.*) Do you often receive boys from National schools?—It so happens that, I think, upon two or three occasions, a boy has come from a National school to be introduced to our commercial department, as his parents call it, to "finish." I never take them if I know it.

5094. Why not?—Because I have found that they have been accustomed to mingle with a very low class of boys, and that their language is such as I can only view with reprehension. I am only judging from three or four instances. Those boys might have been sent away from a National school for misconduct.

5095. Supposing a boy has been to a National school, his father being an artizan rising in life, perhaps, and wishing to raise his son by giving him a better education, he sends him to you; you would not on that ground refuse him?—Our school was established by the public meeting I referred to, the record of which I now possess, and which was published in the papers at the time, for the respectable classes of St. Pancras, by the fair meaning of which I take it that a man who drives an omnibus would not be entitled to send his boy. There are many men who are proprietors of omnibuses who have applied to have their boys admitted, and I have declined to take them on the ground that I did not consider them to be of the respectable middle classes.

5096. Respectable in a money sense?—Living in a good neighbourhood and holding a certain social rank.

5097. What is the religious instruction in the school?—The religious instruction consists in this,—every morning of the week, except Wednesday and Saturday, a chapter of the Old Testament and a chapter of the New Testament are read, and simple verbal explanations are given on verbal difficulties, such as "anon he goeth;" what is the meaning of that? "straightway he cometh," what is the meaning of "straightway?"—and geographical questions; but not doctrinal questions.

5098. How long does that last?—It lasts from nine o'clock to half-past nine, or 25 minutes to ten, according as the time may be, but not longer than that.

5099. Does that Scripture instruction go right through the school?—Throughout the school, except to the little boys. They are confined to the New Testament; and all classes are confined to the historical

books of the Old Testament, excluding the Prophets, Numbers, Deuteronomy, and Leviticus, except the higher class, and they take those together with the Epistles. *Rev. W. C. Williams, B.D.*

23rd May 1865.

5100. Is the school commenced and closed with prayer?—Always. All are bound to attend that religious instruction from nine till half-past nine on those four mornings. No boy is excused except he is a Jew, of whom I think there are about six in the school. Wednesday and Saturday mornings are devoted to the Catechism and the Articles of the Church of England, which are fully entered into and explained, with Scripture texts, and so on, and learnt by heart by all in the higher classes. Any boy whose parents object to the Catechism or the Thirty-nine Articles is at liberty to sit out from his class and occupy his time with arithmetic, mathematics, or drawing, or any other study which he wishes to fetch up back ground in; so that the whole school receives religious instruction on Monday, Tuesday, Thursday, and Friday in the Scriptures, the geography and verbal difficulties arising therefrom. On the Wednesday and Saturday we exclusively have the Articles of the Church of England and the Catechism, from which the sons of Dissenters may sit out.

5101. And every day the school commences and concludes with prayer?—It commences with certain collects chosen out of the Prayer Book, which seem to be specially applicable to young people, such as the collect out of the Confirmation Service, and a few other collects that I have selected; closing in the same way.

5102. Do you enforce attendance at this religious instruction of all the boys except those whose parents wish them to be excused on the grounds of religious dissent?—No, but inasmuch as there are several valuable prizes offered for theology which a boy will not get unless he is acquainted with the Articles of the Church of England, I find that the sons of church people do not object at all, and even parents who are Dissenters as a general rule, do not object to their sons learning the Articles and the Catechism.

5103. (*Mr. Acland.*) And the children of Dissenters are equally at liberty to compete for those prizes?—Yes; but they would not have the knowledge necessary to compete for them, and from this deficiency would have but little chance in the competition.

5104. If they like they may attend the lectures and compete for the prizes?—If they like.

5105. Does not the case, in fact, arise that sometimes Dissenters do not raise the point of conscience, and that they allow the boys to compete for the prizes?—I adopt a conciliatory course towards the dissenting parents. When they come they say, "I am a Dissenter; I do not wish my boy "to learn the Articles of the Church of England or the Catechism." I say, "Very well; he need not do so, but what harm will it do him "to know them"? By adopting a conciliatory course with them, and by speaking to the boy himself I find as a general rule that the per-centage of boys who decline being instructed in the Church of England formularies is practically reduced to almost nil.

5106. (*Lord Lyttelton.*) Can you say how many boys you have now who are withdrawn from doctrinal teaching?—I should not think there was a dozen in the whole school, and two of those are the sons of clergymen; they are too weak in health to submit to the extra study of learning the Articles.

5107. But on the dissenting ground?—Not more than that, *conscientiæ causâ*.

5108. (*Dr. Storrar.*) The neighbourhood in which your school is contains a pretty large number of Dissenters, does it not?—We have

Rev. W. C. Williams, B.D.

23rd May 1865.

got a great many dissenting chapels certainly; quite our full proportion.

5109. (*Rev. A. W. Thorold.*) Have you any means of saying what is the proportion of children in your school, whose parents are Dissenters?—The question is never asked of a boy whether he is a Dissenter or not. As a matter of course he goes to the class appointed for him by myself, and if the parents ask for any information upon the subject I tell them to apply to me in writing if they do not wish them to learn the Catechism and the Articles, and then they need not do so. If they say nothing about it the boy goes as a matter of course to the religious instruction. If his parents find out that he is learning the Catechism and Articles, and disapprove of it, they send me word.

5110. (*Lord Lyttelton.*) You have no doctrinal teaching in the school except in connexion with the Catechism and the Articles?—They embrace all doctrine, I suppose.

5111. You never in reading the Scriptures introduce any explanation on doctrinal points?—No; the reading of the Scriptures on four mornings of the week is confined to what I said just now.

5112. You have no other reading of the Scriptures but that?—The higher classes, but not the lower ones, in addition to the Articles and the Catechism, take a book of Scripture, such as the Kings or the Chronicles, or a Gospel, and get them up in the course of a term, and as one subject the difference between what St. Matthew has recorded and what St. Luke has recorded, and *vice versâ*.

5113. But these being the children of church people, on those occasions is the Gospel never explained to them, as to its doctrine?—The Scriptures are never used, I may almost say, as a vehicle for doctrinal instruction. We draw that from the Articles and the Catechism.

5114. Do you prepare boys for confirmation?—Yes.

5115. Often?—I had 32 candidates at St. Pancras church last March.

5116. (*Rev. A. W. Thorold.*) You have nothing to do with the boys on Sunday, I suppose?—Nothing.

5117. Are those boys whom you prepare for confirmation boarders in your house?—I have no boarders.

5118. Then they are day scholars to whom you give that voluntary religious instruction?—I go round to the classes when a confirmation is announced, and request them to give in their names, mentioning it to their parents first, and I give them the option of being prepared by their own clergymen in the parish to which they belong, or of being prepared by myself. As a general rule the boys all like me very much, and they come to me.

5119. Are you aware of any feeling or opinion in the neighbourhood, or among the parents of the boys generally, as to the connexion of your school with the Church of England and the local clergy?—I have the sons of three or four dissenting ministers in the school, and I find that that has brought some of the dissenting congregation's children, and that the dissenting ministers, from the conciliatory course which I invariably adopt, never forcing or laying down arbitrary rules, do not object to their sons receiving instruction in the formularies of the Church of England. I leave it optional and voluntary. By conciliating them I bring them round to agree with me in allowing them to receive that instruction. They may contradict my teaching at home if they like, but they do no object to it at the school as a general rule.

5120. (*Mr. Acland.*) Do these boys in fact, being the sons of Dissenters, sometimes pass the examination in the rudiments of faith and religion at the Oxford examination, or are they withdrawn generally?

—No, I do not think so. They generally pass the Oxford religious examination.

5121. (*Dr. Storrar.*) I observe that mechanics and chemistry form a portion of the subjects of instruction in the school; what number of boys have the advantage of instruction in science?—It is given in the form of lectures either by myself, by one of the masters, or by a professional lecturer. We assemble three or four classes together and they have, perhaps, a lecture on chemistry, or a course of lectures, or a lecture on the atmosphere, with experiments, or a lecture on the steam engine with a working model. That occurs occasionally, as time and opportunity allow. It does not go on regularly, At the present moment we are preparing for the Oxford examinations, and we cannot afford an afternoon for chemistry or the steam engine.

5122. Therefore those two subjects hardly form a portion of the systematic instruction of the school?—You cannot follow up a subject of that sort as a daily study, because it would exclude other subjects.

5123. You say that some of your boys pass the matriculation examination of the University of London. Would they be able in your school to get an adequate knowledge of natural philosophy and chemistry without any other preparation, so as to pass the matriculation examination?—If they studied long enough; but as a general rule they leave much too young, because I believe that the matriculation examination is not usually passed before 19 or 20.

5124. Do the boys who go up for matriculation pass directly from your school to the examination, or do they have to go through some intermediate course of preparation?—If a boy meditates matriculating at the London University, the subjects being such as are not usually taught in schools, such as anatomy, physiology, and botany.

5125. No, only chemistry and natural philosophy?—Those subjects are hardly embraced or can be embraced in a school. Chemistry must form a subject of private study; it takes up too much time.

5126. Then you cannot, I suppose, say that you have tested those studies as means of educational discipline,—these courses of lectures have been rather with a view to instruction of a popular character?—Precisely.

5127. (*Mr. Acland.*) You never have sent up, or rarely have sent up, your pupils to take the physical sciences as one of the subjects in which they seek to pass for the A. A.?—I have never sent up any boys for the chemical or the botanical examination.

5128. Or for what they call at Oxford the physics,—mechanical or experimental science?—No.

5129. Do I understand you rightly to say that your chief reason for that is that you find other studies tell more on education, that you cannot afford time to do those things thoroughly, and therefore you think it better not to do them at all except as a matter of general interest?—As matters of popular knowledge. To give a boy a thorough insight of all these things would require a day of 48 hours instead of 24, and then the boy would be jaded. My experience of boys is, that it must be with the mind as it is with the body, if you overload the stomach you disgust it.

5130. You could not, you think, make that the principal element in education without sacrificing more important matters?—Exactly. I regard chemistry more as an accomplishment than as a necessary branch of knowledge.

5131. Do I understand you to deny that the study of the mechanical and experimental sciences can be made an efficient instrument of education, as a substitute, we will say, for language?—I could not put

Rev. W. C. Williams, B.D.

23rd May 1865.

any subject that I am accustomed to teach before Latin in point of utility to the mind.

5132. Have you in your experience frequently met with cases of boys who appeared to have no aptitude for the classics, or modern languages, or for mathematics?—I constanly find that some boys have a much greater aptitude for classics than for mathematics; and *vice versâ*, that a boy will be high in the school in one branch and low in another.

5133. My question was whether you often meet with boys who are decidedly wanting in aptitude for either of those subjects. You are aware that it is sometimes alleged, in reference to the public schools, for instance, that there are a number of boys who really are very idle simply because they have no turn for Latin or for mathematics, and that if subjects of a more scientific or experimental character were introduced, their minds, which are at present dormant, would be awakened: what is your opinion on that subject?—I think there is a certain per-centage whom no instruction in the world would ever teach to write Latin prose, or Latin elegiacs. I think there are some boys that no amount of instruction would ever make to comprehend the fifth proposition of the first book of Euclid. I have had instances of boys of that character who could neither understand Latin nor comprehend such a simple thing as how to multiply one figure by another; but that boy, perhaps, is a first rate draughtsman, not only in drawing houses or a landscape, but he would write, or illuminate, or print beautifully.

5134. Have you ever noticed anything of a constructive power in boys of that kind, or of a power of a manipulation; in fact a tendency to do things rather than to think about them?—Yes; I have noticed a great many boys always making some little mechanical toy and that sort of thing, and boys who are fond of machinery. Many of those boys have been boys who were not very well capable of gaining a high knowledge in classics or mathematics.

5135. The question then is whether you think that any of the experimental or mechanical sciences are suited to give those boys an education which they appear to be incapable of deriving from language or mathematics?—It would not be the same kind of education or discipline of the mind.

5136. Looking rather to the fact of calling out their mental powers and fitting them for their work in life, whatever their life might be?—I suppose it would be attended with advantage to a boy, certainly, if he could not be brought to study Latin, or Greek, or mathematics, and had no turn for history, geography, and so on. It would be something whereon to exercise his mental powers and therefore it would develope them.

5137. Have you ever noticed any facts in connexion with those boys tending to show that their mental powers might be called out by what may be termed something of a practical or mechanical kind?—I have been informed by boys and by their parents that such a boy who I knew was incapable in a variety of subjects, yet had manifested considerable talents and mechanical ingenuity in constructing machines such as musical instruments, &c.

5138. From your experience in education, and having observed a great number of boys of different tendencies, what should you say was the best course to pursue with reference to boys of that kind?—Undoubtedly, to give the education, but it could not be done in the school unless you had an extra staff to do it.

5139. Have you sent boys in for the India examinations?—Only one boy.

5140. (*Lord Lyttelton.*) You have got 17 masters?—Yes.

5341. You never have more than 20 boys up to one master at the same time?—Yes, each master has 40 boys, more or less; 20 with him at the same time, and the other 20 with another master, learning arithmetic, drawing, and French.

5142. Is drawing compulsory on all boys?—No, it is optional, and it is an extra charge.

5143. Do you think that the proportion of 20 to a master is about the right proportion?—I do not think you can have a better number than 20. I think that if you have more than 20 the master cannot very well attend to them; and if you have under 20, I think the smaller the class the less the competition among the boys; they go to sleep over their lessons.

5144. Are any of your masters clergymen?—Five of us, I think, are clergymen.

5145. (*Mr. Acland.*) And several graduates?—All really are graduates. The principle upon which the school was started was, that whereas the higher classes had a guarantee for a graduate's knowledge from his degree, and the lower class had a guarantee from the master's government certificate, the middle-class schoolmasters had no guarantee, and, therefore it was a feature that our school was to have all its masters as near as possible under some guarantee of their capacity.

5146. (*Lord Lyttelton.*) On what principle do you pay your masters, and how much do you pay them?—The usual stipend is 120*l.*, 130*l.*, 140*l.*, 150*l.*, and 200*l.* a year for a graduate, and rather less for a non-graduate. The masters supplement their stipends, at least those who like to do so, by taking boarders.

5147. How many do take boarders?—Three.

5148. (*Dr. Temple.*) Is anyone allowed to take boarders at pleasure?—Yes.

5149. (*Mr. Acland.*) May they also supplement their incomes by private teaching?—Yes, a great many have classes at home for the boys to prepare their studies for the next day, and they find that pays very well.

5150. (*Lord Lyttelton.*) They are paid extra for that?—Yes.

5151. (*Mr. Acland.*) Are they allowed to fix their rates of charge by private arrangement?—They fix their rates of charge.

5152. (*Lord Lyttelton.*) Can you say what they are paid for this evening teaching?—I think it is six guineas a year.

5153. (*Dr. Temple.*) Do a great many boys avail themselves of this private teaching?—Yes, I think a good many do.

5154. Can you give us at all the proportion?—It does not fall under my cognizance, because when the boys leave the school my authority ends; I know that a great many have private lessons.

5155. Should you think that half of the school had them?—No, I should say a tenth.

5156. (*Dr. Storrar.*) Are you speaking now of the whole of the upper school, or what proportion of the upper school?—I think it would be confined almost entirely to the boys in the classical department.

5157. (*Lord Lyttelton.*) When you say one-tenth, do you mean about 40 boys?—Yes, I mean from 30 to 40 boys.

5158. (*Mr. Acland.*) It has been stated to us by other witnesses, that to give a thoroughly good education to the upper stratum of the

Rev. W. C. Williams, B.D.

May 1865.

middle class, it is necessary to charge a sum of nearly 20*l.* a year, assuming that the institution has to provide its buildings out of the annual fees. Your charges appear to be nine guineas. Are you of opinion that that sum of nine guineas is sufficient to ensure to such an institution as yours as good teaching power as you would desire for it?—If I were empowered to charge the boys, not nine guineas a year but ninety guineas a year each, I could not make the school or the teaching, as far as human efforts would go, more efficient.

5159. You mean that you are quite satisfied with the fees as enabling you to obtain all the talent that you require?—Precisely. I find that as a general rule a young man coming from college with his degree is very well satisfied to have 130*l.* or 140*l.* a year.

5160. Do you prefer the freshness of young men from the Universities?—I do prefer it much, and I prefer young men to older ones.

5161. In those young men who come from the Universities, and who may themselves have very good power of composition, and an accurate knowledge of scholarship, do you frequently observe any deficiency in the art of managing or teaching boys?—No; I generally find that after a man has been in the school a week I discover his powers, whether he has taught before or not.

5162. Will you say what is the smallest number of boys which you think would make that a paying arrangement, because there is a certain point below which it would be a losing speculation?—Of course.

5163. Whereabouts would you fix the minimum at which we will say a sum of 10*l.* a year ought to furnish a thoroughly good education?—I should say not under 100 boys.

5164. Do you think that in a school of less than 100 boys the difficulty of arrangement is considerably increased?—I am speaking of a London school. In a country school I should say fifty boys ought to be able to go on for that, because you must give a London master more than a country master, and moreover you get your school buildings and rates and taxes all at less. I should say that a country grammar school, with fifty boys paying 10*l.* a year, without any expenses to pay for the buildings and so on, would be sufficient; that gives 500*l.* a year. That would be 300*l.* for the head master, together with his house, and he would have an assistant master who would be very glad indeed to come for another 150*l.*

5165. Do not you think that rather a low rate of remuneration for such a laborious life as teaching is, without any very great prospects at the end of it?—Unquestionably, but the thing is you will get plenty of men willing to take it.

5166. (*Dr. Temple.*) And fairly competent?—Yes. My system has been this: I prefer young men fresh from the universities, they follow my own system without any pre-conceived crotchets of their own, and after they have been a little while they are contented with a salary of 150*l.* a year to begin with. The school is so well known that they easily get an appointment elsewhere.

5167. (*Mr. Acland.*) Will you be so good as to state what you think the lowest possible figure to which, more particularly in market towns in the country, it is possible to press down the day fee for middle-class education in order to supply to the smaller tradesmen and upper mechanics, who are above the British and Foreign or National schools, such an education as is really worth their paying for?—That would depend much on the numbers you get, because of course the more the numbers the less the fee. In St. Pancras I urged upon Mr. Dale and

upon Mr. Champneys to establish schools above the British and Foreign schools, and below our own school (our school I call the middle section of the middle class), for the next stratum below that at two guineas a year, that is 10*s.* a quarter, and for that they ought to get a thoroughly good instruction in reading, writing, arithmetic, geography, history, and French ; I will not say Latin, because they would not care about that.

5168. How many boys do you think would be necessary to ensure the success of such a school ?—If they had no building to pay for, and no repairs and a variety of the expenses of schools, such as lights and carpenters, which make a very large item in the school expenses, I should think that a school of 300 boys, which would be 600*l.* a year, would be able to get very able certificated masters who would be very glad to come for 200*l.* a year ; you would get two more assistant masters which would be 400*l.*, a French master which would make 500*l.*, and you would still have another 100*l.* as a margin. And I do not advocate the cutting down of the masters' stipends, because it leads them to look out for something else.

5169. Have you ever seen the experiment tried of such a school as you describe at that rate of charge ?—Not under any guarantee of names like our own school. I have seen private schools in London upon those terms, being the master's own private school, attended by large numbers of boys.

5170. You believe that there are such schools efficiently conducted whether privately or publicly, at such rates of charge ?—No, I could not say that.

5171. You think that under judicious arrangements and with the buildings provided a school might succeed at such rates and give an honestly-good education ?—I am positive that you never could have a good practical education in any school unless it is subject to periodical visitation and examination, or sends boys to the Oxford local examinations, or the masters of it have themselves been examined and bear the stamp of some body that they are competent to teach what they undertake.

5172. My question goes solely to the question of finance assuming those conditions ?—I make that an important qualification of the answer,—the money payment I think would be sufficient to get a good man.

5173. Publicly appointed or tested ?—Publicly appointed and tested; but unless you have a graduate or a periodical examination of the school, let the terms be much or little, I do not think the education will be efficient.

5174. Should you then think that in providing for the education of the lowest stratum of the middle class which comes immediately above the charity schools of the country, you would be justified in stating that it is necessary to provide assistants from extra sources of some kind, but that the education might be self-supporting at such fees as the class in question would be able and willing to pay ?—From the experience I have had on the point in St. Pancras I should decidedly say that without any annual assistance an education for the lowest stratum of the middle class above the National and British schools might be provided, we will say, at half a guinea a quarter, with perhaps a small charge of a couple of shillings a quarter for stationery, ink, pens, and copybooks, provided there was no rent to pay for the school buildings or repairs.

5175. The education of which you speak would not be conducted by university graduates and would not include classics ?—It would include

Rev. W. C. Williams, B.D.

23rd May 1865.

French, but not Greek or Latin ; simply reading, writing, arithmetic, spelling, the geography of the world, history, and popular lectures upon a variety of subjects which everybody ought to know something of.

5176. Do you think it would be possible in such a case to bring the boys up to the standard of passing the local examinations, or qualifying themselves for the examinations of the Civil Service Commission for clerkships and so on ?—I see no reason why it should not, but the difficulty you would have to deal with would be that you cannot keep boys of that class of life in a school after the age of 12 years, when they can earn money for their parents, therefore you will not keep them till 14 and a half or 15.

5177. (*Dr. Storrar.*) Would you say so early as 12 even in that class of schools ?—I think so; your question would not be brought to a practical test.

5178. (*Mr. Acland.*) Do you think it would facilitate matters in any degree if such schools at a low rate were associated with higher schools and some prospects of rising up into the higher schools if moderate prices were offered to the boys ?—I have never tried it. That question has been tried in the Liverpool Collegiate Institution.

5179. What is your opinion of the desirableness of teaching book-keeping as a subject of special study in such a school as your grammar school ?—It is of value to boys as making them expert in arithmetic and careful in their handwriting, but every house of business having its own way of keeping books, school bookkeeping is practically very much like teaching a boy to ride on horseback in a room without putting him on a horse.

5180 Do you think that to teach the sound principles of arithmetic with a very little practice in the neatness of entry is all that is really useful if the parents would believe it ?—Exactly.

5181. Therefore a really educated and practical man would not wish you to teach his son bookkeeping ?—Not an elaborate system of bookkeeping by double entry. I do not think it is of much practical use.

5182. (*Lord Lyttelton.*) You stated that the vicar and clergy of St. Pancras hold themselves responsible for the secular and religious education; do you mean that the vicar and all the clergy of the parish are responsible for the whole system of the school ?—They are responsible for the efficient education given therein, especially as regards correctness of doctrine in religious instruction.

5183. How do they exercise that responsibility ?—Mr. Champneys, our present vicar, comes into the school and hears the boys examined by me, and he also examines them himself.

5184. How often ?—He does not come so often as the late vicar did ; he comes once or twice a year to learn what the boys know ; it would be useless his coming much oftener.

Adjourned.

Wednesday, 24th May 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
THE REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ.
W. E. FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. ALFRED BARRY, D.D., called in and examined.

Rev. A. Barry, D.D.

24th May 1865.

5185. (*Lord Taunton.*) I believe you are now Principal of Cheltenham College ?—Yes.

5186. Were you formerly the head master of Leeds Grammar School ?—Yes.

5187. How long have you left Leeds Grammar School and become the Principal of Cheltenham College ?—Nearly three years.

5188. You went directly from the one to the other ?—Yes.

5189. I believe you gave in a paper to the Public Schools Commission, in which you stated pretty fully the system in which Cheltenham College is conducted ?—Yes; at least, as far as I could then do so. I had been very recently appointed at that time, and my knowledge was in some degree gathered from others ; but I believe the report I then made was tolerably correct.

5190. How long were you connected with the Leeds Grammar School ?—About eight years.

5191. That, I presume, was an endowed school ?—It was an endowed school, an old foundation of about 300 years old; of about the year 1552.

5192. Was there anything special about the endowment, or was it of the usual character ?—Of the usual character, I believe.

5193. What were the funds available under that endowment for the purposes of the school ?—Speaking from memory, I should say from 1,500*l.* to 2,000*l.* a year.

5194. Is that in land or property ?—In land and house property. There is a good deal of house property in Leeds.

5195. Was it property the value of which had greatly increased ?—Within my memory there had been no great increase in value. I do not know how the case stood in days past.

5196. Were the whole proceeds of that property applied to the purposes of education ?—No ; it was a portion of a larger fund, called " The Pious Uses Fund," which went to various purposes, but there were certain distinct school estates which were given to the school, and to the school alone.

5197. Do you think there was anything to complain of in the amount that was apportioned to the school ?—I never carefully examined the subject, but I think not.

5198. You think there was no general impression that any injustice had been done to the school?—None whatever.

5199. Will you have the kindness to tell us in what way this money was applied, and what was the condition of the school generally ?—

Rev. A. Barry, D.D.

24th May 1865.

I must ask the Commission to excuse me if I speak rather vaguely, because I was not aware exactly of the particular points of examination. My impression is, that out of the fund probably as much as two-thirds was devoted to the payment of various masters, and the remainder would go for the repairs and improvements of the school buildings, for the maintenance of certain exhibitions, prizes, and the like.*

5200. Was the education gratuitous to the boys?—When I first went to Leeds it was gratuitous; but it was found that the funds were not sufficient for the purposes of the school, and, under the authority of the Charity Commissioners and the Court of Chancery, a certain fee was charged. We established two schools; one was called the classical and the other the commercial school. The fee in the one was six guineas a year, and in the other four guineas. I should mention that these included all payments for all foreign languages; in fact, there were no extras, except for drawing.

5201. Do you think that the payment of a fee was in itself advantageous to the school with regard to the conduct of it, and with regard to the tuition, or do you think that a gratuitous system would have been more advantageous to the community generally?—I am inclined to think that the payment of the fee was in itself an absolute advantage.

5202. You think that those fees were pitched pretty much on the scale they ought to be?—Yes; they were considerably below what we had authority to charge. I think we had authority to go as far as 10*l.* 10*s.* a year in the classical and 5*l.* 5*s.* a year in the commercial school, but we never went above six guineas.

5203. What was the practical result of this double system?—Did you find that a different class of parents sent their boys into one school than into the other?—There were exceptions, of course, but generally speaking the classical school was drawn from rather a higher class in the town than the commercial school.

5204. Do you think that was practically from the amount of money paid in fees, or do you think it was from the different description of education given in the two schools?—I should say mainly from the different character of the education, but I have no doubt that the difference of fee acted to some extent.

5205. Was this school open to every inhabitant of Leeds, or was there any restriction?—It was open to every inhabitant of Leeds.

5206. Was it open to others besides inhabitants of Leeds?—Yes, on certain payments which were authorized by the trustees of the school.

5207. Certain additional payments?—Yes.

5208. Practically, I suppose it was pretty much confined to the inhabitants of Leeds?—When I left there were nearly 270 boys. I do not suppose there were 30 of what we called "foreigners," certainly not more than 30.

5209. I think I understood you that these two schools were separate from the beginning; they were not conducted as one school for a certain time, and then separated?—They were separate from a period very shortly after my going to Leeds. The commercial school was, I believe, established by myself. The school originally was simply one of the old-fashioned grammar schools, and it appeared to me, for various reasons, that there might be an advantage in such a division.

* In 1861, out of a gross income of 3,154*l.* 3*s.* (of which 1,551*l.* 18*s.* came from school-fees), about 2,260*l.* were paid in masters' salaries.

With the consent of the trustees we made application, I think, to the Court of Chancery, and got authority to make this division of the two schools; and then it went on, and, I believe, continues still without alteration.

5210. These boys were educated absolutely apart?—Speaking generally, they were; that is to say, the departments occupied each a large school room, with its class rooms, in the same building. They mixed in the play ground; at least, they might have mixed had they chosen to do so.

5211. (*Lord Lyttelton.*) But they did not?—They did not, I am sorry to say. We tried very hard to prevent separation between them, but the home influence was far too strong for us. We used to find from occasional inquiries that boys were expressly charged not to associate with those of the other school; and at times I had some little difficulty in preventing an ill-feeling springing up between the two.

5212. Did the parents of both classes object?—I am afraid the objection came chiefly from the upper class, but there was a certain Yorkshire independence which came out afterwards on the other side.

5213. (*Lord Taunton.*) Which led to collisions?—It would have led to collisions had the schools been more equal in number.

5214. What were the relative proportions of the two schools?—I should think about 170 to 100 in favour of the classical school.

5215. And probably in the upper school the boys remained longer, and were bigger boys?—Yes, certainly. There was considerable difference in point of age between the upper classes of the two schools; the lower classes were very much the same in point of age.

5216. Were the exhibitions equally open to both schools?—The exhibitions were for those going to the University, and they were practically, therefore, confined to the classical school; but of course if a boy in the commercial school fit for an exhibition had presented himself, he could have competed for it. There was an examination for it, and it was determined by examination.

5217. Was it in the power of the parents of a boy at any time to transfer him from the lower to the upper school?—Yes, and it was very frequently done.

5218. (*Sir Stafford Northcote.*) Were foreigners allowed to hold the exhibitions?—Yes, with a preference, *cæteris paribus*, to foundationers.

5219. (*Dean of Chichester.*) Had you boarders?—I had.

5220. Do you think it advantageous for a school that the master should take boarders?—I think it told usefully in several ways. Of course it raised the income of the master, which might be looked upon as an immediate benefit to him, but which undoubtedly tended to secure a man of higher qualifications, as the head of the school. The salary of the head master there was 500*l.* a year, with a certain proportion of the fees received given him by the Court of Chancery, which raised his income while I was there to about 800*l.* a year. Beyond that he derived no income from the school at all. Probably at the time I left, from having boarders, I derived an income of 400*l.* a year more. In another way I found it useful, as giving the master a nucleus of boys over whom, if he did his duty moderately well, he had a greater influence than over the day boys.

5221. (*Lord Lyttelton.*) How many boarders had you?—I think about 28.

5222. (*Dr. Storrar.*) Had you a house?—Yes.

5223. (*Lord Taunton.*) Was your situation one of sufficient inde-

Rev. A. Barry, D.D.

24th May 1865.

pendence as head master ?—Perfectly. I had not a single subject of complaint.

5224. What were your relations with any governing body ; had they any power or control over you ?—The governing body dealt with any question of finance absolutely. They also had the power of confirming the appointment of any master.

5225. You nominated ?—I nominated and they confirmed, and of course might decline to confirm.

5226. I presume they appointed you in the first instance ?—Yes, and I should add, they had the power of dismissing the masters without reference to me ; this was inserted in the scheme by the Court of Chancery.

5227. (*Lord Lyttelton.*) Was that power ever exercised ?—Never.

5228. (*Lord Taunton.*) Do you think the power which you state the governing body had of dismissing an under master without reference to the head master, a useful power ?—I think it very useful, simply for this reason, that the head master might be liable to nepotism, or any fault of that kind, and it would be desirable that there should be the power in the hands of the governing body of dismissing masters. They could not dismiss the head master without showing legal cause for so doing, because he was a foundation master ; and a case might occur of a man holding his position and setting the board altogether at defiance. They then could reach the other masters and the head master through them. I think that a valuable power, although from the nature of the case it should be very rarely exercised.

5229. You do not think that, practically, it interferes with the influence which it is important that the head master should have over the assistant masters ?—Not in the smallest degree, because I take it for granted that a board of trustees would consider such a power as an *ultima ratio*. If they did not, it would, of course, be a great evil.

5230. I presume the school is what was called a Church of England school ?—Yes.

5231. Among your boys were there the children of Protestant Dissenters and Roman Catholic parents ?—Yes. I think I had one case of a Roman Catholic, but only one. Of Protestant Dissenters I had a very considerable number. I do not suppose that they ever constituted the majority of the school, but they were a very important minority indeed.

5232. How did you deal with what may be called the questions of religious instruction in your school ?—I somewhat anticipated what is called the "conscience clause," and I may say I found it work well. Our religious instruction was, of course, mainly scriptural, and to that I never found any objection taken by any one. Our prayers were taken from the Liturgy of the Church of England, and to them I do not remember that any objection was taken. With regard to the distinct church teaching, I had a few cases in which boys were withdrawn from it, and I used to take care that they should be absent in a way that was not prominent, so as not to put the boys in an anomalous or invidious position. As a matter of fact the number of objections represented a very small per-centage of the number of dissenting boys in the school.

5233. (*Lord Lyttelton.*) In fact your conscience clause worked well by hardly having any operation at all ?—It had this operation, that it would have been considered a grievance, had this religious instruction been forced upon any one ; as it was not enforced, it was accepted generally without reluctance.

5234. (*Lord Taunton.*) The dissenting parents were aware that in

sending their boys there it would have been in their power to have prevented their children from receiving any religious instruction of a description that they disapproved?—Entirely. It was advertised in all our school circulars. I believe everybody in Leeds may be said to have known it, whose business it was to know it.

5235. Did you prepare boys for confirmation?—I did. I left that also entirely free. Our boys were chiefly day boys. If their parents preferred that I should take them, I did take them. If they preferred that they should go to the minister of their own parish, they did so. I suppose I prepared two-thirds of the boys who were prepared for confirmation.

5236. (*Lord Lyttelton.*) As to the relation to you of the governing body, you were practically quite uncontrolled as to the management of the school?—I may say so.

5237. Had you ever a case of expulsion?—You mean, I presume, expulsion as distinguished from removal from the school. I had one or two cases in which I desired the parents to remove boys without any public declaration of the cause, and in every case, of course, had difficulty been raised on the part of any parent, it might have come to the question whether the boy should or should not be expelled. As a matter of fact I do not remember any formal expulsion. I believe I am correct in saying that I should have acted entirely on my own responsibility.

5238. Was it part of the constitution of the school, or was it by sufferance from the governing body, that you had this entire freedom of management?—My impression is, that it was a part of the constitution of the school, but I cannot be certain without reference to the fundamental laws.*

5239. In the case of a boy being expelled there would be no appeal from you to the governing body on the part of the parents?—I am inclined to think there was an appeal. I was to take the initiative, and I was not bound to bring the matter before the governing body myself; but I believe an appeal would have been allowed.

5240. Were you in the habit of giving lessons on the Bible, accompanied by explanations to the pupils?—Yes, certainly. Of course, in the upper classes we read the Greek Testament.

5241. That was in no degree restricted?—In no degree.

5242. You gave that explanation to all the boys?—Yes.

5243. And you never had any objection on that score from dissenting parents? — Never; nor should I have listened to any. They had the power to withdraw the boy, but not to limit the instruction.

5244. Did they ever withdraw the boy not only from the teaching of the formularies but from the Scripture lesson?—I am inclined to think never.

5245. (*Lord Taunton.*) They may have done so?—Yes, but the case must have been extremely rare.

5246. (*Lord Lyttelton.*) Had you any Roman Catholic boys?—One or two, but not more.

5247. What did they do?—They conformed, undoubtedly.

5248. (*Mr. Forster.*) How many boarders had you?—About 28.

5249. Were any of them Dissenters?—I think not. One was the son of a dissenting father; but he, I believe, wished that his son should be brought up as a Churchman.

5250. I suppose some of those who attended the school would be

* Extract.—"The discipline and control of the school shall be absolutely vested in "the head master."

Rev. A. Barry, D.D.

24th May 1865.

Unitarians?—Yes. I think during my time there I must have had at least as many as eight or ten Unitarians.

5251. The proportion of Dissenters to the members of the Church of England would be greater in the commercial school than in the classical school, I suppose?—Certainly; I should say in the commercial school the proportion would have been almost reversed; that whereas in the classical school it would have been one-third to two-thirds; in the commercial school there would have been more than half Dissenters.

5252. Before you took the school were Dissenters admitted to it?—They were, but there was no "conscience clause" laid down. I am inclined to think that there was a kind of connivance in their not attending anything to which their parents could object; but I am certain there was no definite rule laid down.

5253. Could you furnish the Commission with the exact terms of the notice which you say was given to the people of Leeds?—"Religious instruction (according to the principles of the Church of England) forms a regular and principal part of the teaching of each Form. Those boys are excepted from the teaching of the Church catechism and prayer-book whose parents (being Dissenters) shall express a desire to that effect, in writing, to the Head-Master."

5254. Did you give any instruction at all on Sundays to the day-scholars?—I had a voluntary class of the older boys; it was called the communicant class; and generally speaking the members were communicants; but I did not refuse anyone.

5255. I do not suppose any Dissenters would attend that class?—I had one or two, but I think they were rather hovering on the verge between dissent and churchmanship.

5256. It was not part of the plan of the school to look after the boys on Sunday, or to take them to any place of worship?—Not at all, excepting with regard to the boarders, who, I may remark, might or might not be foundationers.

5257. Can you give us the number of foundationers and the number in each of the schools?—I am afraid I can only give it to you approximately, at this distance of time, without reference to the school lists. Of course it varied at different periods of my head-mastership; but I should say, speaking roughly, at the time I left Leeds there were about 270 boys in the school altogether. Of those about 170 would be in the classical school and about 100 in the commercial school. In the classical school I suppose there would be about 20 non-foundationers, and in the other school there might have been eight or nine, but not more.

5258. (*Lord Lyttelton.*) All the rest were foundationers?—Yes; so far as this, that every resident in the borough of Leeds had the power to send his boy to the school on payment of certain small fees. Foreigners had to pay fees to perhaps four or five times that amount.

5259. (*Mr. Forster.*) Then the difference as to the residents in Leeds was not a difference in their position, as to payment, but with reference to the class of the parent, whether resident or foreigner?—There was a difference as to payment between the two schools.

5260. In each of the schools there was no difference of payment except between foreigners and residents?—No other difference. I may supplement that by remarking that it was the practice to offer free nominations to be gained by examination at the beginning of each half year, which were competed for by boys who belonged to the borough, and by no others. It was originally intended by me that these should be for persons who came before us somewhat *in formâ pauperis*, but

the Solicitor General in drawing up our scheme struck out all provisions to this effect; and the result was that those free nominations might be gained by anyone, provided his father was resident in the borough of Leeds; and I remember one instance in which the son of a man of considerable means was nevertheless a free nominationer.

5261. Taking the two schools, from what class of life did the boys generally come to the classical school?—Mainly, I should suppose, from the smaller manufacturers, from professional men, and from the higher class of tradesmen.

5262. And to the commercial school, from what class?—Almost entirely from the tradesman class, with a sprinkling at the upper end of the sons of manufacturers, and at the lower end of the sons of some of the higher class mechanics.

5263. Then in the classical school a very great number of the boys would be going into business?—A very large number.

5264. At what age did they generally leave the classical school?—It would be very difficult to strike an average because the boys who went to the University would considerably raise the average. I suppose that the mass of boys left between 16 and 17.

5265. The fee being only six guineas in the classical school, and that being a low sum, do you know of no instances in which a mechanic or quite a poor tradesman would send a boy to it who he thought was capable of it?—Yes, I knew some instances, one rather a notable one, of a man who was a very small tradesman in Leeds. I know that this man sent his boy, who did remarkably well, but then he got one of those free nominations and passed through the classical school, and is now going to the University without costing his father a penny, except for books.

5266. This want of good feeling between the boys of the two different schools, as coming from two different classes, I suppose merely applied to play time; it would not interfere with their studies in the slightest degree?—It could not possibly interfere with their studies.

5267. How far were the rooms from one another?—One was above the other. There could be no communication at all in school time, because the boys in the upper school were upstairs, and they were not allowed under any circumstances to go downstairs.

5268. Did all the day boys go home to dinner?—No, a considerable number stayed to dine at the school.

5269. Of both schools?—Yes.

5270. Did they dine together?—They did.

5271. Did that work badly?—I think not. I should mention that there were a certain number of the boys who dined with my boarders in my house, on a private arrangement with myself independently of the school dinner, and they, I believe, were chiefly upper-class boys, although I never asked what class they came from.

5272. What was the number of the boys when you first went there?—About 100, and of those I was obliged to send away a good many, because I found that they had been wrongly admitted, without the knowledge which was by the foundation absolutely required. A boy was to be able to read and write before he came to the grammar school, and to work sums in the first three rules of arithmetic. When I came I found that, for some reason, this rule had not been enforced. and the course I took was this:—I gave notice that after a certain period boys in the school must be submitted to an examination on those points; and on that examination I acted.

5273. (*Lord Lyttelton.*) Had you no boarders in the commercial

Rev. A. Barry, D.D.

24th May 1865.

school?—I had none, but some of the other masters had. That I had none was a matter of pure accident.

5274. (*Mr. Forster.*) Who were exactly the governing body?—The governing body was a board called the "board for pious uses," in the borough of Leeds, of which the vicar was *ex officio* chairman, and the other members were self-elected; that is to say they filled up their own vacancies. Who appointed them in the first place I do not know.

5275. Were they all members of the Church of England?—I believe so.

5276. What were their number?—Fourteen, exclusive of the vicar.

5277. No member of the corporation was *ex officio* on this Board?—No.

5278. What was the date of the foundation?—The original foundation was somewhere about 1552; that would be in Edward the Sixth's reign. I ought perhaps to say that the Leeds grammar school had a kind of double foundation, first by Sir William Sheafield in 1552, and afterwards, by John Harrison in 1663. I believe that the larger portion of our funds was derived from the second and not from the first foundation.

5279. Was it while you were there that there was a much better building erected?—Yes.

5280. Was that done by subscription?—Partly by subscription, partly by the sale of the old building and ground, and partly by borrowing.

5281. Can you tell whether any subscribers were Dissenters?—A few, but not a very large number. Before the new building was constructed, I had an interview with some of the leading members of the dissenting bodies in Leeds, and it was considered whether they could to any extent join in the subscription. The result of the conference was that only a few gentlemen entered into it to any great extent. I should say that five-sixths, or perhaps seven-eighths of the money raised came from church people.

5282. Did you submit the rule which you made, which was tantamount to a "conscience clause," to the governing body?—I did; at least I believe I did. Certainly they approved of it tacitly if not directly, and I know that, if they did not pass a resolution agreeing to it, they would have been perfectly prepared to do so. I had a promise that it should be done if necessary.

5283. (*Dean of Chichester.*) Before the Chancery scheme the boys paid nothing, did they?—Nothing at all.

5284. Was it considered a hardship to make a charge?—Not generally. There were instances of isolated objections to it; two of the trustees strongly objected to it, and afterwards resigned.

5285. In your opinion, was it expedient to make a charge?—My impression was, as I think I have already stated, that it was absolutely desirable to make a charge; and I, perhaps, may be allowed to say that the effect of the charge was almost immediately to raise the numbers in the school, and to bring the middle classes into the school. When there was a free foundation the effect was this, that at the top of the school boys came, in order to be under the head master, at a considerable age, and from the middle and upper classes. The lower part of the school consisted of a class of boys, generally rather below the ordinary grade of a National school, and the feeling between the two elements so brought together was very strong indeed. There was a certain nick-name for the junior boys, which spoke for itself.

5286. (*Mr. Acland.*) Is it your opinion that the intentions of the

founder were modified by subsequent circumstances?—Yes. I found that the nature of the education was distinctly and markedly of a classical kind; we were not allowed to take boys without teaching them at any rate Latin. I concluded from this that the education was not intended for the lowest classes, and the main reason why I proposed a fee was, that the estates left by the founder were simply inadequate for carrying out the purpose which I thought he had in view, viz., the education of the middle classes in Leeds.

5287. (*Dean of Chichester.*) The extra charge was for extra teaching?—Yes; if a boy chose to come to the school and learn what the school was originally founded to teach, viz., religious instruction according to the principles of the Church of England, and Latin and Greek, he paid absolutely nothing; but if he came to learn other subjects, such as French, German, mathematics, and the like, then for those subjects there was one payment made, not for each subject, but for the whole taken collectively.

5288. (*Sir S. Northcote.*) That was in consequence of Lord Chancellor Eldon's decree, was it not?—I believe it was.

5289. The distinction that the learned languages should be taught free, and that a charge only should be made in consideration of other studies?—I am inclined to think that there was a decree, which was somewhat ambiguous in its wording, and that we went to the Chancellor in 1855 to get a new decree to ascertain the meaning of the old one. The ambiguity turned on the insertion of a comma or a semicolon.

5290. (*Mr. Forster.*) I understand by your last answer that if a parent said he wanted his boy to be taught the learned languages he could claim free education?—Undoubtedly.

5291. Was there any instance of that?—There was one and only one in my memory; there was just enough to show that the claim could be enforced. I may perhaps add, that, if a boy had chosen to come to the classical school at any considerable age, he might by that means have had nearly two-thirds of his instruction perfectly free; such was the proportion in the upper part of the school.

5292. Of classics?—Not of classics only but of the religious teaching, and classics taken together.

5293. (*Dean of Chichester.*) Was there a chapel attached to the school?—There was one built just subsequently to my leaving, but built, I believe, in a great measure through my own instrumentality.

5294. What was to be and what is now the rule of attendance?—The attendance was absolutely voluntary for day boys; the boarders went as a matter of course.

5295. Many parents objected to sending their sons to the school, wishing their sons to go with them to their own places of worship?—Undoubtedly, Church people as well as Dissenters.

5296. (*Lord Lyttelton.*) Was the chapel used on week days?—I believe not; it was not built when I left the school. I am not sure that it is not now used on some of the great festivals; but I am quite certain that the attendance is entirely voluntary.

5297. (*Dean of Chichester.*) It was not built by the trustees but by subscription?—Entirely by subscription, and a separate subscription.

5298. The trustees would have nothing to do with it?—Nothing at all. I ought perhaps to mention that, during the whole time of my residence in Leeds, I had a service, which I held in one of the great school-rooms. It was then a Sunday morning service only, excepting that on Good Friday and Ascension Day I had service. A considerable number of the boys used voluntarily to attend it.

Rev. A. Barry, D.D.

24th May 1865.

5299. And their parents too?—And their parents, so far as I could allow them to do so.

5300. (*Lord Lyttelton.*) What did you do as to prayers on week days?—We had prayers from the Prayer Book, as was expressly provided in our foundation.

5301. Morning and evening?—At one time we had them morning and evening; but subsequently we had only morning prayers.

5302. (*Sir S. Northcote.*) You stated just now that it was expected or required that boys should have attained a certain proficiency before they entered the school; did you ever refuse a boy for not having attained to that proficiency?—In several instances.

5303. Even the sons of burgesses?—Yes.

5304. And you considered you had a right to do so?—A perfect right.

5305. And it was not objected to?—Never. When I first went to Leeds I was obliged to exercise the right to a very considerable extent, but in the latter period of my residence there I do not think I had to do it once in a year. However it was quite clear that I had the right to do it, and it was never questioned so far as I know.

5306. Do you think it is desirable that the trustees of schools of this kind should have the power of dismissing the head master?—It is a hard question to answer, because the answer will depend so very much on the constitution of the board. To give an answer generally, would be a matter of some difficulty. Under such a board as the board at Leeds, I should have felt no difficulty at all in answering the question in the affirmative, because that was a board that had a considerable element of stability about it.

5307. As a matter of fact and of history, is it not the case that some time ago proceedings were taken on the part of the trustees to endeavour to change the course of studies in the school, and to adapt the course of studies to what they considered to be the wants of the times; that the head master then resisted their proposals, and the head master was too strong for the trustees; that they were neither able to compel him to adopt their course of instruction nor to dismiss him?—I was not aware of it. I know there was some question, but into the details of it I never inquired.

5308. Assuming it to be the case, that a head master has a freehold in his school, and cannot be compelled to adopt any course of instruction which the trustees uphold, do you think it desirable for the schools of the class of the Leeds Grammar School, that there should be a power given to governing bodies either to compel the head master to follow their system, or what they may think the right system of instruction, or to dismiss him from his office?—With regard to the question of dismissal of the head master, a great deal, as I have said, would depend upon the character of the board, and I should very much prefer that there should be some one standing in the position of visitor between the board and the head master, with whom the decision might finally rest. If it were a question which of those two powers I should consider the more desirable, I would say dismissal rather than interference.

5309. But that you would somewhere or other give the power of dismissal?—Undoubtedly, if I could get the "somewhere or other." I confess I should prefer not to put it in the hands of the governing bodies, but refer it to the Court of Chancery, or to an arbitrator, or to some external authority. I look upon it as a conflict between two grave authorities, and I should like to see it referred to a third party.

5310. With regard to the Court of Chancery, if you were to give a

power of that sort to a court of law, that court would have to exercise it under certain defined regulations, would it not?—Perhaps I was wrong in suggesting the Court of Chancery; I would say generally some one occupying the position of a visitor, who can only move when he is appealed to, which is what I understand the position of a visitor to be.

Rev. A. Barry, D.D.

24th May 1865.

5311. As I understand it, the functions of a visitor are to see that the statutes of the school are carried into effect; my question would rather point to this, whether there should be anywhere an authority to change the statutes of the school to any extent as regards the course of instruction?—That is to say, to change the course of instruction, provided the original statutes or foundations of the school were not interfered with, because, I presume, they would rest in some legal foundation.

5312. I may bring it a little more to a point by putting a case: supposing the trust deed contained directions that education should be given in grammar, and the trustees were of opinion it was desirable to add to that education in grammar education in modern languages and in other subjects, and supposing the head master resisted that view, would you put anywhere a power which would enable either a visitor or the governing body to insist upon modern languages and arithmetic being taught?—On pain of dismissal?

5313. On pain of dismissal?—Undoubtedly.

5314. And that power you would prefer to put in the hands of a visitor, or some extraneous party, and not in the hands of the trustees?—Yes, considering the general character of what I suppose to be the trust bodies in the various grammar schools of the country.

5315. Has the "Committee of pious uses" any other functions to perform besides the government of the school?—It has the administration of certain charities.

5316. Do any considerable number of boys come from a distance from Leeds?—They were mostly Yorkshire boys, or north country boys; very few indeed from any other quarters.

5317. (*Lord Lyttelton.*) Had you not boarders who came from other parts of England?—I had a few; but generally speaking the boarders also came from the north of England. The very name of Leeds, perhaps, would be a poor recommendation in the south, because it would be supposed (though that was not the case), that the school was in the midst of the town. We moved the school, while I was there, to Woodhouse Moor.

5318. (*Dean of Chichester.*) Not without opposition?—No, but without any serious opposition.

5319. (*Mr. Baines.*) Were reading, writing, and arithmetic taught in the school before you went there, or when you went there, or were they introduced at your instance?—I believe they were supposed to be taught in the school at that time; there was certainly an arithmetic master when I first came.

5320. I think the number of boys was about 270 during the time of your head mastership?—I should think very nearly that.

5321. Was the school about full at the time that you were compelled to build a new school? Was it from its being full and overflowing?—It was, but that was not the main reason for the rebuilding of the school. The main reason was, that we wished to bring it into a healthier and better part of the town.

5322. I suppose you have very greatly improved both your buildings and your situation?—Very greatly indeed.

5323. You mentioned that six guineas and four guineas covered the

Rev. A. Barry, D.D.

24th May 1865.

learning of foreign languages; did it also cover drawing, music, or anything of that kind?—No; neither drawing nor music certainly.

5324. Did you teach drawing and music?—We taught drawing.

5325. There was an extra charge for that?—Yes; it was a very small charge; about 15*s.* a half year.

5326. Was music taught?—Not at all except to the choir, which was taught gratuitously and voluntarily.

5327. Have you any objection to tell us what your charge was for boarders?—No, not at all; my charge was 60 guineas, exclusive of school fees.

5328. And that you found to pay?—I found that to pay very fairly.

5329. Were the Oxford and Cambridge local examinations held during your time?—They were.

5330. Did any of your boys go in for them?—Several. I had something to do with the bringing those examinations down to Leeds as a local centre, and I believe that some of our boys distinguished themselves in the examination.

5331. (*Mr. Acland.*) It has been stated by one witness that the scheme of the Oxford and Cambridge local examinations is extremely inconvenient to a grammar school master; will you be kind enough to state what your experience has been on that subject as to the applicability of the scheme of examination to such a school as that in Leeds?—I found no difficulty at all. Undoubtedly, as with some other examinations, some degree of special preparation was necessary, but it was perfectly within my means to make that preparation; for instance, there were certain prescribed books to be got up, and if they did not form a part of the regular work of the school it was necessary, *pro tempore*, to constitute a special class for the study of them; but I could always do that without the smallest difficulty.

5332. You were able to do that without serious inconvenience to the general education of your school?—Undoubtedly.

5333. Will you state generally what the effect of those examinations was on the boys?—I think it was good as far as it went, but I do not think it affected us very greatly one way or the other. Perhaps I may say that, as we had our regular University examiners down every year, and as that examination occupied the boys' minds very considerably, we perhaps required the stimulus of the local examinations less than might be the case with other schools.

5334. In fact your own system of liberal education, as planned by yourself and carried out by your masters, was in no degree impeded by some of the boys going up to those examinations?—Not in the smallest degree.

5335. To go back to the constitution, not confining yourself simply to your own case, but presuming that you have thought upon these questions generally, what do you think the most desirable constitution for the governing body of a grammar school in a large town?—I am afraid it is a subject to which I have not devoted any very great amount of thought, but from my own experience I was extremely satisfied with the nature of the constitution which I have described at Leeds. The members of the trust were all resident in the place; they were men of the higher classes, and men who represented, I think, all kinds of opinion; and I was extremely satisfied with the treatment which I received from them, and, so far as I could judge, with the constitution of the board.

5336. Do you think it desirable to take steps to represent University education, landed property, and commercial responsibility, or do you think it better to get a moderately sized body of sensible men and leave

them to fill up the vacancies in their own body?—I should take the latter course. I think there would be only one danger, and that is that political or religious questions might intervene.

5337. You would not think it essential to secure the representation of University training in such a board?—I should not. At Leeds, I may remark, the vicar (who would always be an University man) was *ex officio* chairman.

5338. Supposing that you had a well constituted board, should you think it an unsafe or inexpedient course to give that board power to appoint and dismiss the head master, absolute power to regulate the studies, and absolute power to fix the fees to be paid by the scholars?—The question appears to me to be a threefold one, and I should like to be allowed to answer to each part of it separately. In the first place with regard to the absolute dismissal of the head master, I have already given an answer which I should wish to stand. With regard to the subjects of instruction, I should certainly wish them to be ascertained by some definite scheme.* With regard to the fees, I should wish that to be left entirely in the hands of the governing body.

5339. Do you think it desirable that such a body of trustees should intervene in any degree between the head master and the assistant masters, or that the power of appointment and dismissal should be left virtually in the hands of the head master?—My answer would be this. I think the power of appointment should be absolutely in the hands of the head master. I think with regard to dismissal that either the head master, *motu proprio*, or the trustees, *motu proprio*, should have the power of dismissal. At Leeds the appointments made by me were subject to the approbation of the Board. But practically they were left in my hands.

5340. How does the matter stand with regard to the appointment of assistant masters at Cheltenham?—The appointment and dismissal of assistant masters rests wholly with myself, with one or two exceptions.

5341. Will you state to what extent of detail you think it desirable the scheme should regulate the duties of a head master of a grammar school?—I think it would be desirable that it should define the general character of the religious instruction, and that it should settle whether classics, mathematics, modern languages, natural science, and artistic subjects should be taught in the school. By artistic subjects I mean such subjects as music and drawing. I think that beyond this it would hardly be desirable to go.

5342. Do you mean to attach them as duties necessarily incident to the receipt of the salary, or simply to say that they should be provided for some how, whether by payment of fees or by endowments?—I imagine that it would be settled in the scheme itself whether there should be any fee or endowment, but I would certainly make it in some degree essential to the position of a head master, that he should carry out the scheme. It should not be merely a piece of advice or direction, but it should be an order.

5343. You mean to say that provision should in some way be made for the teaching of the subjects which you have enumerated?—Yes.

5344. (*Lord Taunton.*) The scheme should consist of outlines leaving the master to fill up the details?—Undoubtedly.

5345. (*Dr. Storrar.*) You have stated that there used to be collision in Leeds between the boys in the classical and those in the commercial school, what treatment did boys in humble life receive from the

* Extract from the rules.—"The course and plan of instruction shall from time to "time be fixed by the head master, *with the approbation of the trustees.*"

Rev. A. Barry, D.D.

24th May 1865.

classical scholars, who had by competition obtained the privilege of a free education?—I am afraid I cannot answer that question; the number of free scholars was comparatively small, and I expect they would go with their department, because I am inclined to think that although a boy himself might be aware that he was a free exhibitioner, yet three out of four of his companions might have forgotten the fact; they would therefore all meet on equal terms, and would go very much together. I think I should like to say that probably a little more has been made of this collision than it really deserves; it was little more than an uncomfortable feeling, and I used to discourage it as much as I could, not by interference, which I knew would make it worse, but by indirect means, chiefly through the older boys. It never attained to any formidable dimensions. I should wish that to be understood for the sake of the boys.

5346. You have alluded to your desire to keep the best boys of the commercial school as long as possible in the school?—Yes.

5347. Did you ever practise any system of promotion of the best boys from the commercial school to the classical school?—It was impossible for me to do that, because they were entirely separate. I very often recommended their transference, and there have been instances in which I have made up the difference of expense myself, in order that the boy might enter the classical school, but I had no power of promotion at all.

5348. (*Lord Taunton.*) You have stated that you had two schools, will you have the kindness to state generally what is the system of study pursued in each of those schools?—Before doing so, I should mention, that we were not at liberty to determine absolutely the scheme in the commercial school, because our foundation deed expressly directed that Latin should be taught to every boy who came into the school; it was not therefore open to us to put aside the classical languages altogether.

5349. Will you have the kindness to tell us what was the education practically given in the commercial branch?—The education was, first, the English Bible, the Catechism, and Latin.

5350. How far?—As far as to be able to read an author like Cæsar, and to be able to write fairly difficult exercises. Then French and German.

5351. Both?—Not both at the same time for the mass of boys; the German was introduced further up in the school. A boy began with French, and afterwards was allowed to take German.

5352. Were they both obligatory subjects or either of them optional?—They were both considered to be obligatory, unless there were some exceptional circumstances in the case, or unless a parent chose to send his boy on the classical foundation alone, which I have already explained. Then arithmetic and mathematics.

5353. How far?—To Euclid and algebra. I am afraid not further generally.

5354. The whole of Euclid?—The first six books, or rather the first four books and the sixth book. Besides that, of course, English grammar and composition, history, and geography.

5355. Do you think they received a solid and good education in those branches?—As far as the time allowed I think they did. I may be allowed to say that, although the Latin was carried a very little way, I used to find it of very great value in its bearing upon other languages.

5356. Did you find that the parents of boys of that class attached much value to the study of Latin?—Not at all; as a rule it was up-hill

work to persuade the lower class of parents that it had any value at all.

5357. (*Lord Lyttelton.*) Do you think it diverted them from sending their boys to the school?—I cannot tell.

5358. (*Lord Taunton.*) Do you think that the boys themselves showed any distaste for the Latin part of the study?—I think they would not have done so if they had been let alone, but if a parent tells a boy that he is learning what is not good for him, the boy is only too happy to accept the dictum.

5359. Have you been led to believe that it is useful in a school of that class that Latin should be taught?—I have been led to that opinion.

5360. Was any drawing taught?—Drawing was an extra subject, and therefore a voluntary one. I should think in the school probably half the boys at least learnt drawing.

5361. Were there any other voluntary subjects in the commercial school?—No.

5362. Music?—Music we did not teach at all, excepting that I had a chapel service and I wanted a choir. If any boy joined the choir we had him taught, gratuitously, to read music.

5363. Were the physical sciences at all attended to in the commercial school?—That was done subsequently by the establishment of regular scientific classes, which branched out of the commercial school, but they never attained any very great number.

5364. That probably was optional?—Yes, it formed afterwards a sort of third department; and the fee was the same as in the classical school.

5365. Was bookkeeping taught?—No. I found from consulting authorities in Leeds that there was so great a variety of systems of bookkeeping that, if we could teach a boy to know arithmetic well and to write a good hand, it was far better than attempting to teach him any one system.

5366. Have you reason to think that the classes of society in Leeds, from which this commercial school was formed, were satisfied with it for the education of their children?—I think that the school was not so large as it ought to have been.

5367. To what would you attribute that circumstance?—I attribute it mainly to the feeling I referred to as to social distinction. In a town like Leeds, where there are few barriers of absolutely conventional rank, I believe that those social barriers are far more jealously observed than they might be under other circumstances.

5368. Does that lead you to believe that it would be better if the two schools were more completely separate than they are?—I am afraid I must say yes. I had not thought so, but my experience, so far as it went, was against the attempt to unite the two.

5369. Do you think there might be regulations devised under which the two schools might with advantage be united and combined in a certain degree, and under the same direction?—I do not see any difficulty about it; the only difficulty is as to local juxtaposition. There is a system at Birmingham in which there are a large number of schools, of the type of National schools, which are under the direction of the head master. I think there are as many as a thousand boys and girls in them.

5370. Do you consider that it would be a useful thing that facilities should be given for boys who show a disposition to profit by it to pass from one school to the other?—Undoubtedly.

5371. With regard to the classical school will you have the kindness to state generally what is the system of instruction given there?—

Rev. A, Barry, D.D.

24th May 1865.

First, the English Bible, the Greek Testament and the Catechism, and besides this, I occasionally gave some instruction upon the Articles to the older boys. Then we taught Latin and Greek in the usual way.

5372. How far did you go in Latin ?—The boys who went up to the University went to any extent.

5373. In Greek how far did they go ?—The same in Greek.

5374. You gave as good an education as boys could receive in those subjects ?—As far as our staff would allow ; of course we had not the advantages of teaching that you have at the great public schools.

5375. (*Sir S. Northcote.*) Did it include verse and prose composition ?—Yes ; very little Greek verse, but with that exception very much what is done elsewhere. In mathematics we went to a rather greater extent than is usual in classical schools.

5376. (*Lord Taunton.*) How far did you go in mathematics ?—I have had boys going as far as I think it is desirable that a boy should go, that is to say, stopping just short of the differential calculus. Then French and German were taught, and of course the English subjects as in the other school. Really I may say that the great difference was that we carried the Latin much further, and that we taught Greek ; and also that, having boys in the classical school longer, it was our own fault if we did not teach them rather better.

5377. (*Dean of Chichester.*) Is German more valued than French at Leeds ?—The boys liked it better, but I do not think it was more valued by the parents. My experience is that English schoolboys always like German better than French.

5378. That is on account of the trade at Leeds I suppose ?—I do not think the boys think much about that, I mean that in the abstract English boys like German better than French.

5379. (*Mr. Forster.*) I think I understood you to say that a good many of the boys in the classical school were brought up to business ?—A good many.

5380. Bearing in mind the experience you gained at Leeds with regard to schools in which classics were the main point and of those in which they were not, would you recommend that a parent who was bringing his child up to business, a manufacturing business for instance, should send his boy to a classical school or to a purely commercial school ?—Provided he could remain to what age ?

5381. Provided he could remain to 16 ?—I think then that a classical school, in which there was a good admixture of the other subjects, worked on the whole better than any system I have yet seen.

5382. How do you define the term admixture with other subjects ?—I should think that the other subjects should occupy on the average very nearly half a boy's time in the lower classes, and at least one-third in the first class.

5383. I limited the age to 16 ; supposing that a parent found it necessary to withdraw a boy at the age of 14, what would then be your opinion ?—It is very hard to say whether he would get any education at all. I should think then that the difficulty of a wide scheme of education would be decidedly felt.

5384. Several boys did leave the commercial school at 14 ?—The greater number left between 14 and 15. I am afraid such a scheme as I have sketched out for the classical school would be out of the question if a boy left a little after 14.

5385. Supposing they were boys who staid to 15, and were intended for business, would you recommend that they should be taught Greek as well as Latin ?—Something of course would depend upon what

degree of forwardness they had reached, and what degree of ability they had, but undoubtedly I should consider it of great value to them in the abstract.

5386. If you had to choose between Greek and modern languages, would you give the preference to Greek ?—No, I think not; but I should be very sorry to put it in that form; I do not see that the antithesis is a necessary one.

5387. You think there would be time to teach them enough Greek to be of real use ?—Enough Greek to be of real use to them etymologically speaking.

5388. (*Lord Lyttelton.*) An advantage which they could not obtain sufficiently from Latin without Greek ?—Yes; and I would say this from my experience at Cheltenham. In our military department there, as I shall perhaps afterwards have an opportunity of stating to the Commissioners, Latin is taught, but not Greek, and I certainly do find that the ignorance of Greek in many etymological points is a very serious evil to boys even of a high degree of education in other respects.

5389. (*Mr. Forster.*) I understand you to say that the terms of the foundation did not leave it an open question as to whether Latin should or should not be excluded from the commercial school ?—I did not.

5390. Supposing it had been left an open question, and you had again to plan your scheme for a commercial school, would you include Latin in it or not ?—I should.

5391. (*Lord Taunton.*) You are aware that this Commission has been instituted with a special reference to the endowed schools in the country, with a view to suggest any means for making them more generally useful. Have you formed, and if so, will you favour the Commission with any views which you may entertain upon that subject ?—I cannot say that I have considered the subject generally. As far as my own observation has gone, I think there are a good many endowments which are wasted, because they are very small in amount and scattered over a large area. It certainly would appear to me that, supposing it could be done consistently with existing rights, it would be in the abstract desirable to concentrate them; for instance, in a county four or five good central schools would be worth 40 scattered about with an endowment of 40*l.*, 50*l.*, or 100*l.* a year. I think I am correct in saying that there are a good many in Yorkshire of that character,—with very small endowments which are absolutely wasted.

5392. Besides the circumstance of these endowments not being useful from their smallness, have you reason to believe that there are many endowments the funds of which are not applied as usefully as they might be for the purposes of education ?—I am afraid that I have no information upon that subject, or none that would be at all worth giving.

5393. A plan has been suggested to this Commission by which the whole system of endowments might be brought into certain centres in the same manner, and yet that the small endowments might be useful to the localities where they were established, in the form of exhibitions, or in other ways for promoting the education of the children in the locality; do you think anything of that sort might be desirable ?—I conceive that this might be very usefully applied. An exhibition, for example, to the University is of immense value in a commercial school. It has happened to me several times to know of boys who would not have been able to go to college at all but for the possession of a school exhibition. I also think that free nominations, if fees were charged by the grammar schools, might also be adopted with much advantage.

5394. Do you think it would be possible to combine the two prin-

Rev. A. Barry, D.D.

24th May 1865.

ciples, to have these centres established, and still in some cases to leave to the localities where there were special endowments advantages in the form of exhibitions or free nominations?—I think it might be quite possible to do it in the matter of free nominations and of exhibitions, given to boys proceeding to the central schools.

5395. You attach great importance to exhibitions, I presume, from what you have said, as a means of helping poor boys?—Undoubtedly, I do. In my own experience in Leeds, I may say that we sent comparatively few boys to the University, but they were generally our picked boys, and many of them have done exceedingly well, who never could have gone without an exhibition.

5396. What do you think should be the minimum of an exhibition to make it useful?—I should say 50*l.* would be a very useful exhibition at the University, under that I should doubt its being of very great value.

5397. Do you think generally it would be useful to give those exhibitions to boys, who by competition showed decided talent, rather than to leave them to be decided too much by the principle of mere locality?—Undoubtedly. Although I am quite aware that cases of individual hardship would occur, on the whole I would throw them to a great extent open.

5398. (*Mr. Baines.*) Do you mean 50*l.* in one sum or 50*l.* a year?—50*l.* a year for a certain period.

5399. For how long?—For three years would be the best, but I should say that if it were a question between 50*l.* for two years and 33*l.* 6*s.* 8*d.* for three years, I should take the 50*l.* for two years, without hesitation, because, in the present state of the Universities a boy of talent is almost certain to get some scholarship after he has been there a short time.

5400. (*Mr. Forster.*) Would you not even apply that to one year and think that 50*l.* would be valuable for the first year?—Yes. I think, on the whole, I should prefer to take two years, because there are a good many colleges, at Cambridge at any rate, where you cannot get much till the end of the first year or till some period in the second year.

5401. (*Sir S. Northcote.*) Supposing, in such a case as that of the school at Leeds, you had an endowment of 50*l.* a year to deal with, would you think it more useful to apply that 50*l.* to one exhibition at the University or to give a free education in Leeds school to some eight boys, which I suppose at the rate of 6*l.* a year you could do?—If the fees were as moderate as at Leeds, I should decide for the exhibition. I do not think that the fees practically constituted any difficulty for boys entering the school, who had any power of profiting by its education.

5402. I would recall this to your attention; when you were asked how endowments might be best used, you said either in exhibitions or in free education; I wish to know which of the two you would prefer?—With a very moderate fee for admission (as I consider the fee at Leeds was) I should decide for the exhibitions.

5403. Supposing that the fee were high, would you prefer admitting a certain number of boys free or making use of the endowments to lower the fee generally to all boys?—My answer would turn much on the meaning of the word "high." There might be a kind of sliding scale, and the advisability of either course might vary according to the height you got in the scale; but I would say this, that if the fees were so high as to constitute a real difficulty to parents of moderate means, I would rather on the whole have free admissions than do what could be done, which would be very little, to lower the fees throughout the

school. I will put it in this way,—supposing you have 200 boys, and each of them is paying 10*l.* a year, and that this sum is rather too much; and supposing that you have 50*l.* a year at your disposal, you would not be able to lower the general fee appreciably, whereas you might be able to give free admissions, which would be a real boon. All would depend very much on the amount of the endowment at the disposal of the managing body.

5404. Perhaps you would not object to give us subsequently, on paper, your view as to the general appropriation of endowments?—I will do so. (*See* Appendix A.)

5405. In the Leeds school what proportion of boys, speaking roughly, should you say went to the Universities?—A very small proportion. Under the most favourable circumstances not more than five or six per cent.

5406. Had you any reason to suppose that there would have been any considerable difference if there had been exhibitions?—There was but one exhibition a year; if there had been more I suppose the percentage would have risen from five per cent. to seven or eight per cent.

5407. Did you know many cases of boys who got the exhibition and who went to the University on the strength of it, who if they had not got the exhibition would not have gone to the University?—Several. During the whole time I was there I do not think the exhibition was wasted; it was really valuable to each holder.

5408. (*Lord Lyttelton.*) One exhibition was adequate for the school?—Fairly so; we seldom had more than four or five going to the University in the course of the year; there might be more but not generally.

5409. (*Dean of Chichester.*) There were several scholarships attached to the school?—There were some scholarships at Magdalen College, Cambridge, open to us in conjunction with other schools, and there was the Hastings exhibition at Oxford.

5410. (*Mr. Forster.*) I think I understand from you that your experience at Leeds rather goes in favour of the classical school as compared with the commercial school?—Yes; provided a boy can stay to the age of 16.

5411. I suppose you would consider that the endowment was intended more for those who could not afford to give their children a University education than for those who could?—Undoubtedly.

5412. If it came to a question, that it would be necessary in any place where there was such an endowment, to choose between the poorer class of parents and the richer, you would say that the education ought to be fitted for the poorer class of parents?—I cannot answer the question in these general terms. It appeared to me that the foundation at Leeds school and the character of the education directed to be given were not intended for the very lowest class. I imagine that it was thought, in those days at any rate, to be nothing at all degrading that the advantage of a foundation school, should be accepted by persons not belonging to the lowest class, and my own feeling is that the persons who want help for the education of their children are the professional classes and the middle classes, at least as much as the poorer class. If I were asked whether I would have taken the endowment at Leeds and founded a school something like a National school with it, I should answer, undoubtedly not.

5413. I did not put it as between a National school and a classical school, but as between such a school as the richer tradesmen would send their children to, and such a school as the poorer tradesmen would send their children to?—I should like to keep constantly in mind the claims

Rev. A. Barry, D.D.

24th May 1865.

of professional men. They are really the men who have the greatest difficulty in educating their children properly, and I confess I think that in dealing with grammar schools their claims should not be forgotten; I would not put the case as between the richer and the poorer tradesmen alone.

5414. Then you would consider that such a school as that at Leeds was intended originally by the founder for a class to which needy professional men correspond at this time?—I think so. Of course it is difficult to say what the intention of a founder may be, but if I were asked whether Leeds Grammar School is at this time, as far as I know, fulfilling the purpose of its foundation, I should say yes.

5415. (*Mr. Acland.*) If you interpret the intention of the founder by your own sense of the wants of the age, you would say that that is the proper purpose of foundation?—I should.

5416. (*Dean of Chichester.*) Do you think it expedient that a school should throw exhibitions open so as to offer an opportunity for boys of talent to raise themselves?—Yes.

5417. That is the great object of exhibitions?—Undoubtedly. Perhaps I may be allowed to say that I believe it has an important effect in mingling classes. The grammar schools throughout the country have a very important effect in that way; I speak from my own experience.

5418. (*Lord Taunton.*) You are now, I believe, the Principal of Cheltenham College?—I am.

5419. What number of pupils are there at that college?—About 700, or more accurately 695.

5420. What number of those are boarders and what number are day boys?—About 460 boarders and about 230 day boys—as near as possible two-thirds and one-third.

5421. Are there any peculiarities in the objects of that school, or in the manner in which it is constituted?—The great peculiarity in its present constitution is the existence of the "modern school," or more correctly speaking the "military and civil department."

5422. (*Lord Lyttelton.*) Do you mean that there is a distinct preponderance of the military element?—The military element very powerfully affects the studies of this part of the school; although a very large number of boys do not go into the army, yet the military examinations are to that department something like what the University examinations are to the classical school.

5423. Do you advisedly put "military" before "civil"?—I merely use its technical name. Who invented it I do not know.

5424. (*Lord Taunton.*) Is Cheltenham school a proprietary school?—It is entirely a proprietary school.

5425. When was it founded?—In 1841, I think.

5426. What is the governing body?—The governing body is at present a council, which is composed partly of life members and partly of members elected triennially by the proprietors.

5427. What constitutes a life member?—The life members were named in the first instance, I believe, with the consent of the proprietors, but they now fill up their own vacancies.

5428. On the principle of self-election?—Yes.

5429. Does any amount of contribution constitute the right to be a governor?—A life member need not be a proprietor; a triennial member must be so.

5430. But no amount of subscription constitutes a right?—No.

5431. Are they chosen by the body of proprietors?—The triennial members are chosen by them at their public meetings once every three

years. The practice is, that a certain number of the triennial members retire, offering themselves for re-election, and their places are filled up.

5432. There is a house list probably ?—Yes, I suppose so, but I really hardly know, because we have not yet elected them a second time under our new constitution.

5433. In what degree are you under the control of this governing body. You are probably appointed by it?—Yes, I was appointed by it. The Council has the power of dismissing me, subject to an appeal to the visitor, who is the bishop of the diocese—the Bishop of Gloucester.

5434. He could reverse that decision ?—I presume so. The question has never been tried, but our rule says, "subject to an appeal to the visitor;" therefore I conclude that he could set aside the dismissal.

5435. Do you appoint the under masters ?—I appoint them, and I dismiss them with the exception of the head master of the modern department, who, under our present scheme, must be chosen by me and approved by the council, but who may not be dismissed by me, except with the approval of the council.

5436. Do you find the system work smoothly ?—The system works extremely well, but, to say the truth, there are elements in it which might be very dangerous indeed. It works well, as defective systems often do work well, from a thoroughly good understanding between the directors of them, but in the modern department it gives a degree of quasi independence to the head master of that department, which, speaking generally, I think would be undesirable.

5437. Speaking generally, have you been led to form a favourable or unfavourable opinion of school founded on the proprietary principle ?—Schools founded on the proprietary principle vary very much in their constitution. Before answering the question I may perhaps be allowed to explain the constitution of Cheltenham college in that respect. It is a proprietary school, but the proprietors have no share whatever in the profits of the institution. They are invested or spent for the benefit of the college. The only advantage that a proprietor has is this, that he may nominate a boy, and if he does not nominate a boy, he may part with his nomination to some one else, but beyond that privilege, and also a right to decide on questions touching finance, the proprietors have no power over the institution.

5438. Is he allowed to sell his power of nomination ?—That is rather a difficult question to answer. Some do sell it, but I do not think that the governing body sanction the sale in any way.

5439. (*Dean of Chichester.*) They call it letting ?—Yes. It is right to say that the present council strongly object to the practice. They have not thought fit to forbid it, but they discountenance it.

5440. (*Lord Taunton.*) A proprietor enters into no engagement not to sell his nomination ?—No. But this kind of proprietary school of course differs very much from a school, in which the profits are divided and constitute a dividend.

5441. Can shares be transferred in the usual way ?—They can.

5442. They can be sold ?—They can be sold. In that respect the secretary of the college constitutes himself the medium of communication. There is no objection to the selling of shares, but there is a strong objection on the part of the council to the letting of nominations. I may explain why. It is thought that, if we are to have proprietors at all, they ought to be persons who have children at the school, and who have something more than a commercial interest in the undertaking. So much is that felt, that there is a provision that no person shall hold

Rev. A. Barry, D.D.

24th May 1865.

more than, I think, five shares under any circumstances, so as to prevent shares from being taken up as an investment.

5443. Have you been led to entertain a favourable opinion or not of proprietary schools founded on the commercial principle?—By "the commercial principle" I understand making a dividend.

5444. Yes?—I should very strongly object to that system.

5445. What do you think would be the inconveniences of it?—I think the proprietors would be led very much to look to the school as an article of commerce, and that they would not be far-sighted enough to know that to trust a master to make the best of the school is commercially the best policy.

5446. Do you think it might lead to undue interference of the governing body with the master?—I think it would tend to interference by the proprietors with the governing body or with the master, but the governing body might be firm enough to stand between the master and the proprietors.

5447. Do you apprehend that in the case of a proprietary school founded on a commercial principle there might be too great a disposition on the part of the proprietors to look to the immediate profit rather than to the ultimate teaching?—Undoubtedly, and, with a view to that, to interfere with the governing body.

5448. Still in the long run would it not probably be the case that the two things would coincide, that it would be for the interest of the proprietors to get the best master they could, to trust him with a reasonable discretion, which would alone secure his services, and that in the long run both the commercial principle and the principle of providing the best system of instruction would coincide?—In the long run, if you took a sufficiently "long run," it might perhaps do so; but in the meanwhile I think very great mistakes would be made, and very great hardship would be inflicted. Honesty is the best policy; but people who look mainly to policy are not always quite honest. So commercial advantage might lead to the right result, but those seeking commercial advantage might not be farsighted enough. Take the instance of a master or a governing body, who, for doing what would eventually be useful, were exposed to great unpopularity. I confess I should doubt very much whether a mixed body, such as a body of proprietors, would have the strength of mind to support them in such a course. I think they would yield to the temporary pressure.

5449. Is your school founded on any particular religious principle?—It is avowedly a Church school. In the prospectus it is connected with "The United Church of England and Ireland."

5450. Does it exclude Dissenters and Roman Catholics?—Undoubtedly not. I think, as a matter of fact, there are a good many children of Dissenters; I cannot state to what extent.

5451. How do you deal with them in matters of religious instruction and religious worship?—I do not take any notice of them at all; if they come they must conform. We have no foundation; we consider therefore that there are no rights in the matter, and hence if a boy comes to the school, which is avowedly a Church school, we ask no questions about him, but we allow no exceptions in favour of a Dissenter.

5452. You require him to attend the services and instruction like the other boys?—Yes, we should require him to attend chapel, and the regular religious instruction as the other boys would do.

5453. Have you found that Protestant Dissenters or Roman Catholics come to your school under those conditions?—I do not think we have any Roman Catholics. We have had a good many Scotch boys, belonging to the establishment and to the Free Kirk; and we have the

children of some Protestant Dissenters. But I cannot say to what extent; in fact I make it my business not to know.

5454. I believe there are two great divisions in your school?—There are three divisions, but two great divisions.

5455. What do they consist of?—The first is the classical school, the second is what we commonly call the modern department, or the military and civil, and the third is the junior school, a preparatory department.

5456. Preparatory for the other two?—Yes.

5457. What is the course of education at Cheltenham?—I will read it from the prospectus:—"The school is divided into three depart-" ments; the classical department, the military and civil department, " and the junior department. The Classical department:—In this " department, as in the great public schools, are taught all such " branches of knowledge as shall prepare pupils to enter the universi-" ties or the learned professions. Its first two divisions are under the " immediate charge of the principal and vice-principal. The Military " and Civil department:—In this department the course of study em-" braces Latin, French, German, Sanscrit, Hindustani, mathematics, " history, geography, and drawing; and (in the upper classes) experi-" mental science. There are special classes for preparation for the " competitive examinations for admission at Woolwich and Sand-" hurst, for direct commissions in the army, for the navy, for " Government offices, and for mercantile pursuits. The Junior de-" partment:—The studies of this department are so arranged that " it may serve as a preparation for the other two departments. " Special attention is given to English grammar and composition, " spelling and writing, to arithmetic, history, and geography, and " to the rudiments of Latin and French. Greek is taught to such " boys as are thought fit to begin that language." Where a boy is going to pass from the junior into the classical department we let him learn Greek grammar beforehand, but if he is going into the other department, we let him learn mathematics. The classification in the classical school is by classics, and the classification in the military department is by mathematics.

5458. (*Lord Lyttelton.*) Those are the respective staples of the two schools?—Yes; in other words, if I have a boy coming into the classical department, and I want to know where to class him, I examine him in Latin and Greek, and let the other subjects take their chance. In the other department he is similarly examined in mathematics.

5459. (*Lord Taunton.*) Are all the boys when they first come always placed in the junior school?—Not at all necessarily. The rule runs in this way:—"Boys are admissible to it at the age of seven " years, none may leave it before 11, nor remain in it after 13, except " by special permission of the principal." But many enter at once into one of the senior departments.

5460. No boy can enter without nomination?—No.

5461. To a boy thus nominated what is the expense of education?—The senior classes 20*l.* a year; the junior department, 16*l.* a year.

5462. That is for instruction only?—Yes, and there are certain extras, which will be found in the prospectus.

5463. (*Mr. Acland.*) Do you refer to the senior classes in both departments?—In both departments.

5464. (*Lord Taunton.*) From what classes of society generally speaking do your boys come?—They come, I should say, mainly from the professional classes.

5465. The upper professional classes?—The upper professional

Rev. A. Barry, D.D.

24th May 1865.

classes. The military class is very strongly represented among the parents. We have also the sons of gentlemen of independent means, but we have no sons of tradesmen in the ordinary sense of the word.

5466. (*Mr. Forster.*) It has been stated in evidence that there is a rule excluding tradesmen from sending their children to Cheltenham college?—A rule there was, but I do not know whether it exists any longer. The council have the power of approving or disapproving of any nomination that is made, and that power they may exercise as they choose.

5467. Does that practically come to a rule excluding tradesmen?—I think that the school has practically settled down to a particular grade, and there are few, if any, sons of tradesmen, in the ordinary sense of the word.

5468. By tradesmen do you mean shopkeepers?—Yes, a retail tradesman, a shopkeeper.

5469. (*Lord Lyttelton.*) Have you any children of farmers?—I really cannot say whether we have any, but we have no rule excluding them.

5470. I mean ordinary tenant farmers?—I hardly think we have any.

5471. (*Mr. Acland.*) When you spoke of the sons of retail tradesmen not coming, did you refer chiefly to the day boys, whose parents reside in Cheltenham?—No, I do not.

5472. Any practical restriction then would apply equally to wealthy retail tradesmen residing at a distance?—I think so, so far as I know.

5473. (*Mr. Forster.*) Is there anything to prevent a retail tradesman becoming a proprietor?—He must be approved by the council, and they could prevent it if they chose. In fact I believe the question has hardly arisen; the class of boys has settled down to a particular grade in society. I should think our boys differ very little from the class of boys who go to Rugby or Marlborough. I may add that this question of class is one with which I have and desire to have nothing whatever to do.

5474. Are you not aware that, as a matter of fact, shopkeepers do send their boys to Rugby, and that neither by rule nor custom would they be excluded?—I am not aware of that.

5475. (*Lord Lyttelton.*) Apart from any question of profit, is it not the fact that, after an experience of some years, a great alteration was made in the constitution of the college at Cheltenham, of which the main effect was greatly to diminish the power of the proprietors?—Yes; but this is not all. Perhaps I may be allowed to explain what that change was. The power of the proprietors, in theory, I fancy, remains much where it was; but there was a body of local directors, elected by the proprietors, meeting every fortnight, and, I may say, capable of interfering in all directions. The great change has been effected by doing away with the board of directors, rather than by any direct attack upon the privileges of the proprietors, excepting perhaps, that certain difficulties are thrown in the way of the originating any change in the system of the college on the part of a proprietor without considerable notice. The council now meets once a quarter, is composed mainly of non-residents, and holds, I imagine, very much the position of the trustees of Harrow or any other school.

5476. What was the main alteration in the composition of the council and in the mode of its appointment?—The main alterations were these, first, that a large number of life members were introduced; secondly, that the council meets once a quarter instead of once a fort-

night—they can, of course, do otherwise, but that is their ordinary rule—and, thirdly, that the local element was very considerably reduced.

5477. Do you mean that before there was necessarily a very large local element?—I imagine that a non-resident proprietor might have been elected, but as a matter of fact the directors were almost entirely resident in Cheltenham.

5478. That was altered by positive enactment?—I believe so.

5479. Do you mean that the new constitution formally secures the election of distant members?—Practically it does so.

5480. Classics being the staple study of the classical school and mathematics of the modern school, do you mean that the same sort of preponderance in point of time is given to mathematics in your modern school as is given to classics in the other school?—Very much so.

5481. Does the school now give education to the same class of boys as that for which it was originally founded?—I think so. The school was, I think originally, founded mainly by professional men in Cheltenham who wanted to get a good and cheap school for their own children. Though intended to be a local school, it has gradually enlarged itself.

5482. Was not the school originally intended more for a middle class school; a school for a somewhat lower grade of society than has in practice been the case?—I think not. Undoubtedly it has risen very much in scale above its original scheme; but it was intended for the professional classes, and the professional classes, I think, mainly support it now.

5483. Are the boys in both classes of the school drawn indiscriminately from the same class of society?—Entirely, there is no difference whatever between the three departments.

5484. It is according to the taste of the parents, whether they wish their boys to have a classical or a commercial education?—Yes; occasionally they throw the burden of selection upon us, but as much as possible we make them choose for themselves.

5485. Have you the same superintendence over the modern as over the classical school?—As a matter of fact I have not. The truth is that the present head master of the military department has really, to a great extent, created that department. So long as he is there, the direction is practically very much in his hands; and I am quite willing that it should be so, but I should strongly object to see any one else holding the same *quasi* independent position.

5486. You have, a large playground?—I think we have about sixteen acres.

5487. Do the boys of the two divisions mix together?—Entirely. There is only a friendly rivalry. They have their cricket matches and football matches, and I daresay snowball matches together, but there is no ill-feeling between them.

5488. They have always been upon good terms?—Entirely.

5489. (*Dean of Chichester.*) What is the cost to the boarders?—The cost to the boarders exclusive of college fees is in certain houses 45*l.* a year, and in certain other houses 52*l.* 10*s.* We have been very greatly improving our boarding houses, and of course this implies a higher rent, and therefore higher terms. I may mention that the increase of terms could not be made without consulting the proprietors, because it was considered a question of finance.

5490. (*Mr. Acland.*) When you say "the proprietors" do you mean the whole body of proprietors or the council?—The whole body.

5491. (*Mr. Baines.*) What is the number of assistant masters for

Rev. A. Barry, D.D.

24th May 1865.

the whole 700 scholars?—We have, I think, about 25 class masters, but the whole staff would be about 40, including extra masters. I think you will find that all information on this point is given accurately in the answer to the Public Schools Commission.

5492. (*Lord Lyttelton.*) What do you think is the comparative effect of classics as the main study and of mathematics as the main study, upon the general development and training of the mental faculties of boys?—There again I may refer to the evidence I have already given. My own feeling is, that in both systems there is a real education, but, when I have occasion to compare results, I am still inclined to think that for the education of the mind the classics have the advantage. This is a matter of my own private opinion simply.

5493. As the study of language?—Yes; taking it as the study of language. I may say, that if I examine in extraneous subjects in which I have the opportunity of comparison, I am certainly confirmed in that opinion.

5494. (*Mr. Acland.*) When you send up boys for the direct commission examinations, do they ever go through the classical department?—Occasionally. But more frequently from the other department.

5495. Is there a marked difference as to their degree of success?—The boys who would go from the classical department would always be boys who would pass, because if there were any difficulty about them, and if we were afraid they would not pass, we should have transferred them to the direct class.

5496. From your experience what is the effect of this direct commission examination on the school? Is it considerable, or is it not very important?—I think very little of the direct commission examinations.

5497. You assume that any boy who has had a good education is well qualified for that?—Yes; our direct line class is really for those boys about whom we feel in doubt. Suppose we had a boy who was backward and about whom we felt doubtful whether he would pass, we should put him in the direct line class, but if we thought he was a good average boy, we should not necessarily put him into it at all.

5498. Therefore, it does not in the slightest degree interfere with what you consider, on general grounds, the best course of education?—Certainly not.

5499. What have you observed to be the effect of the Sandhurst competitive examinations?—We send boys from the general classes of the military department unless we think that from certain exceptional circumstances they require special preparation; then we put them into what we call the Sandhurst class. Generally speaking we send up boys from the ordinary classes of the school without difficulty.

5500. Does the same remark as you made before apply to them, that you do not find that they have an injurious effect upon the school?—It does.

5501. Take the Woolwich examinations?—The Woolwich examinations are the blue ribbon of the military department, and they in great measure determine the course of study in that department. The first class, Mr. Southwood's own class, is the Woolwich class, and the examinations determine the general line of mathematical reading.

5502. Is it your opinion that the Woolwich examinations tend either to overwork or to cramp the boys?—I do not think that they do either the one or the other. Of course you will understand that a boy must be something more than the average to pass for Woolwich at all. I may add that these examinations supply a very valuable stimulus to the education in the military department, a little corresponding to

that which the scholarship examinations of the University supply for the classical department.

5503. Will you state whether the India Civil Service examinations have had any effect on the school?—They have hardly had time to produce full effect as yet, but their effect is far more questionable, in my opinion, than that of any other competitive examination.

5504. Will you state any defects which you have noticed?—It appears to me, to speak generally, that the present arrangements give a great premium upon what I must call "cramming," for this reason, that the two main subjects which are taught in the schools of the country, classics and mathematics, are not sufficiently represented in those examinations. More particularly is that the case with mathematics, although I am glad to see a progressive improvement in that respect in the papers. The objection I had to the mathematical papers was not that they were too difficult, but that they were set in subjects far too high. They often contained subjects which at Cambridge we should not set until about the third year. The effect of that has been that mathematics have dropped "out" practically from the "paying" subjects, and I am obliged very reluctantly, when a boy in the classical department is going in for this India Civil Service examination, frequently to allow him to drop his mathematics. I consider this a a very serious detriment to his education, but I am obliged to do so with a view to his success if success is a matter of great consequence to him. Therefore I should say that, unless the India Civil Service examinations are altered, they will not exercise a good effect upon education. I am frequently obliged to allow boys to leave in order to be "crammed" because I cannot undertake the responsibility of giving the instruction which they require in the upper classes of the school. I may add that we are intending to open a special "civil service class," but we do it in faith that the general current of public opinion will alter the character of the examination.

5505. Have you any experience of the ordinary Civil Service examinations?—I have comparatively little experience on that subject. I would rather leave it to Mr. Southwood. I would merely add to my former remark that for the India civil service the preparation is made on the classical and not on the military and civil side.

5506. (*Dr. Storrar.*) Have you any system of examination in the school?—Yes; of course we have our foreign examiners, examiners from the Universities, and this to a very great extent, perhaps more than is the case in most schools; but besides these we have what we call quarterly examinations, in which, on the classical side, I myself with the vice-principal's assistance go through every class in the school and examine them in all the subjects they are doing. The same is done in the military and civil department by the head master and vice-master. Of course the Principal can take any part in this latter examination if he likes, but as a matter of fact I very seldom do. In the junior department the same is done by the head master of that department, but I make it a point myself to examine once in the half year; thus practically I get every boy in the classical department before me four times in the year, every boy in the junior department twice a year, and in the military department every boy comes either before Mr. Southwood or myself four times a year.

5507. Yet notwithstanding your own careful personal inspection, you do attach importance to an examination conducted by foreign examiners?—Certainly. It does a different thing. The examination by foreign examiners gives a general idea of the working of the school, but in order to know how each class is working, and what is the reason of

Rev. A. Barry, D.D.

24th May 1865.

excellence or defect, I think our own examination is of more value. I may add that of course the foreign examiner is the only independent evidence that the council can have as to the nature and the working of a school.

5508. As a general principle you would be favourable to a system of foreign inspection in public schools, either by the Universities or by some central authority under Government?—That would be a very different system from the one prevailing now. The experience which I have at present would not help me to answer with certainty. Our examiners now are appointed by the council. We have nothing to do with their appointment; and their report is made to the council, but they are not appointed by any central authority, neither is their report necessarily published, and of course those two points are of essential consequence in a Government inspection scheme.

5509. Turning your attention specially to endowed schools, over which, in consequence of their liability to occasional abuse, it is important to have some kind of supervision, would you in that case be favourable to a system of inspection by some central authority?—I think I should be favourable to a system in which the central authority was the University. But I doubt very much whether I should feel confidence in a system in which the central authority was the Government.

5510. Would you have any apprehension of an attempt at too great uniformity?—That would be one danger, but it would not be the only one I should have in view.

5511. Would you mind stating any other objection that you may have?—I think that the great difficulty would be to get examiners, who would be able to pronounce with sufficient authority on the work of men who in point of scholarship are probably as good as themselves, more particularly if those examiners were appointed permanently as the inspectors of schools are now, and not from year to year, as is done in the local University examinations.

5512. But the idea of inspection that I was suggesting was rather to have some kind of guarantee that a school is properly worked without going into the very minutiæ of the school's administration?—I am afraid I do not quite understand how that would be done. The minutiæ of school administration of course would not be touched, but the minutiæ of school teaching must be so; otherwise you could get no result.

5513. Might there not be some kind of inspection that would secure activity and reality of work in the school, which did not go down into such minutiæ as to interfere improperly with the mode of teaching adopted by the master?—I think it would be very difficult to frame such a scheme; if anything were done by a central authority and with any coercive power attached to it I think it would touch the independence of schools very much.

5514. (*Mr. Acland.*) Going back to the question of the cost of the education of the lower middle classes, do you think it possible to give to the lower portion of the middle classes, immediately above those who go to the National and to the British and Foreign Schools, a good education if the only source of income is that of school fees?—I should think it would be very doubtful whether such a thing could be done. In other words I think endowments are wanted.

5515. What is the lowest amount per head, whether from endowment or from school fees, at which you think a thoroughly good education can be supplied to the class to which I have referred, namely the class immediately above the National and British Schools?—If the Commission will allow me I will supply the answer to that afterwards. (*See* Appendix B.)

5516. What is the lowest number of boys at which such fees would be remunerative?—I will endeavour to answer that at the same time as I do the former question. *Rev. A. Barry, D.D.*

5517. (*Lord Taunton.*) We are much obliged to you for the evidence which you have given, and if there are any other points which you think it would be important to communicate to the Commission, we shall be obliged to you if you will put them in writing?—I will do so. 24th May 1865.

Appendix A.

To Question 5404.

In dealing with the endowments of grammar schools, the chief point of importance is the utilizing of the small endowments now to a great extent wasted.

It appears to me that the best course would be to divide the country into certain districts, and in each district throw into a common stock all endowments below a certain amount. The aggregate funds might be used to establish within the district at convenient points a certain number of really good central schools. These central schools would be supported, I presume, partly by the endowment and partly by school fees, if the endowments were found to be insufficient. They would, of course, be used by the boys of the neighbourhood in which they were placed, and to these boys and their parents they would be a positive boon.

The question then would be, "How shall we compensate the villages from "which the endowments have been taken, and which have no central school "placed near them?" To this I would answer, "By giving them a certain "number of free nominations to the central school, to be determined by "periodical examinations." In many cases, where railway communication is extensive, these might be used by boys still residing at their own homes, and going to and fro every day. In others there would be greater difficulty unless the funds were sufficient to allow of such an amount of payment to the "free "nominationers" as should practically meet to a great extent the expense of boarding. If this could be done, and if in this way a certain number of boarders could be drawn round the central school, I think that a great advantage to the school itself would thus be secured.

But it may be asked, "What would become of the boys in the various localities who did not go to the central school?" I believe that they might be to a great extent provided for by extension of the systems of the National schools and the British and Foreign schools to a superior class. Such extension is contemplated even now by the authorities of these schools, and it might be possible to use some small portion of the endowments in encouraging and stimulating such an extension.

As to the appropriation of the funds in the larger schools, with which no interference would have taken place, or in the central schools proposed, I think that it would be of more consequence to establish free nominations in the schools themselves, good prizes, and, where possible, exhibitions on leaving school to be held at the Universities or elsewhere, than to do away with the necessity of a moderate school fee for the school generally. The middle class are able and not unwilling to pay such a fee, and, as I have already said, I think it of consequence to keep up good schools, to which the poorer members of the professional classes, especially the clergy, could with advantage send their children.

In venturing on these remarks at the request of the Commissioners, I ought to say that they are based on a general idea of the requirements of the case; but on very little knowledge as to the actual amount of endowments to be dealt with in the various parts of the country, and without any reference to plans proposed by others for the appropriation.

Rev. A. Barry, D.D.

24th May 1865.

Appendix B.

To Questions 5515 *and* 5516.

I CAN only answer these questions by reference to my own experience at Leeds. When there were 270 boys in the school our gross income was about 3,000*l.* a year, of which, speaking roughly, about one-half came from endowment and one-half from school fees. This gave an average of about 11*l.* 10*s.* per head; or, as we need not have increased our expense if there had been 300 boys in the school, we may take the average at 10*l.* per head. For the purposes of the school these funds were barely sufficient; but the school at Leeds was probably of a higher grade than that contemplated by the question. The salary of the head master was 800*l.* a year, while that of the assistant masters varied from 250*l.* to 100*l.* In a school for the lower middle class, a regular "commercial "school," containing 300 boys, allowing not more than 40 boys to a master, I think that about 1,300*l.* a year might secure an efficient staff, and allowing 500*l.* a year for other expenses, it would follow that a payment of about 6*l.* a year for each boy, either by endowment or school fees, would meet the case. I take it for granted that it is desired to secure men for the head mastership and other masterships who would devote almost their whole time to the school, and be of such position as should give them independence and influence.

If the school was smaller it would be more difficult to make this payment sufficient. With only 100 boys, probably 8*l.* a year would be nearer the mark; if the number increased to 500, probably 5*l.* would be ample.

No doubt schools could be carried on with some advantage with smaller payments; but this would necessitate a diminution in the number of masters. Such diminution might be made up for in point of discipline and mechanical teaching by great perfection of routine. But experience seems to show that education of this kind, though its immediate results are really astonishing, yet has little real power to awaken and to mould the intelligence of the scholars, and therefore soon fades away.

Rev. T. A. Southwood, M.A.

The Rev. T. A. SOUTHWOOD, M.A., called in and examined.

5518. (*Lord Taunton.*) You are the head master of the military and civil department of Cheltenham College, I believe?—Yes.

5519. How long have you held that situation?—Since January 1843.

5520. (*Lord Lyttelton.*) That is two years after the foundation of the school?—Yes.

5521. (*Lord Taunton.*) You are a graduate of the University of Cambridge?—Yes.

5522. Of what college?—Emanuel College.

5523. What degree did you take?—Senior optime in 1843.

5524. Mr. Barry has described to us generally the nature of the studies pursued in your branch of the school. Are you satisfied with the working of it?—Yes; whether judged of by the success of the boys in the various public competitive examinations, or by their general education.

5525. I believe you prepare boys for Woolwich, Sandhurst, and the India service?—Yes. From the foundation of the military department we have prepared for the military colleges of Addiscombe, Woolwich, Sandhurst, and for the line direct. Addiscombe, as I dare say you are aware, has for the last seven or eight years ceased to exist.

5526. Do you find that the necessity of preparing boys for these special examinations, interferes at all prejudicially with their general education?—The special preparation follows the general education, and boys are not transferred to the special classes until they have passed, or are capable of passing through the 12 lowest classes of the military department, where the preparation is general, consisting of Latin, French, German, arithmetic, algebra, Euclid, history, geography, writing and drawing. German is not commenced until the boys have passed the two lowest classes.

Rev. T. A. Southwood, M.A.

24th May 1865.

5527. Is the education which you give them in those classes pretty much the same as you would give them if you wished to give them a good education without special reference to those examinations?—I should say so. The education given in the special classes consists of mathematics, French, German, or Hindûstânî, physical science, English and drawing. If a boy knows Latin or Greek, or both, sufficiently well, he can continue the study of one or both in the place of the modern languages. By the time a boy reaches the second class I can form a very good opinion as to his aptitude for learning any of those subjects. If he shows an inaptitude for a subject, such as German or science, its study is discontinued and the time given to one of the other subjects for which he has more taste.

5528. Taking Woolwich in particular, do you think that the necessity of preparing for examination at Woolwich acts as a stimulus to the boys in their general studies, or does it divert them from their general studies into some particular branch which they otherwise would not pursue?—I do. The necessity of preparing for the competitive examinations is a great stimulus to the boys, and the subjects of study being those already enumerated, I consider boys subjected to this training ought to be, as they generally are, well educated boys.

5529. I understood you to be of opinion that, taking Woolwich for instance, you are able to conduct the education of a boy in all those branches, and still prepare him for Woolwich without interfering with that general instruction?—Certainly.

5530. You prepare, I think, for the India examinations?—For all except the India Civil Service.

5531. You have therefore had no special means of judging of the effect of the India examinations on the boys?—I have not.

5532. Do you give full instruction in subjects of natural history and physical science?—In experimental science and natural science.

5533. Do you give very full instruction?—Very full indeed. There is a laboratory attached to the department, and the boys are not only lectured, but they experiment themselves under the supervision of the physical science master.

5534. (*Lord Lyttelton.*) Do you teach both chemistry and botany?—Not botany.

5535. Physiology?—No.

5536. (*Dr. Storrar.*) Mechanics?—Yes.

5537. (*Lord Taunton.*) Do you attach a high value to the cultivation of those branches of knowledge with reference to the general education of boys?—I do.

5538. Do you think they ought to form a part of all liberal education irrespective of any peculiar profession that the boys may have to go into?—I do.

5539. (*Lord Lyttelton.*) The separation is complete between the classical department and the military and civil department?—It is so.

5540. Do boys ever pass from one to the other?—Yes, generally from the classical department to the military department. It is very seldom we have boys go from the military department to the classical department.

5541. But they come from the classical department with a special view to their future professions?—Generally they do.

5542. Do they commonly come to you after passing through the junior department?—By the junior department do you mean the department which has been lately established?

5543 Yes?—They do come to us from the junior department.

5544. Do they more often than not come to you from that depart-

Rev. T. A. Southwood, M.A.

24th May 1865.

ment, or direct from home or from other schools?—Principally from home and other schools.

5545. At what age are they admitted to your department?—There is no rule with regard to the minimum age, but the average of age is about 14.

5546. The 10 lower classes of your department?—Yes; the special classes do not begin until after the 10 lower classes. We have 20 classes in the military department.

5547. Do you mean that Latin is dropped after the lower 10 classes?—Not necessarily. On passing from the lower or general classes into the special classes, a boy's studies are confined to those subjects of our course for which he has the most aptitude; if Latin is one of those subjects the study of it is continued.

5548. In your upper classes, about how many boys are there who drop classics altogether?—It varies very much, so much that I cannot give the average number with accuracy. At present there are about 30 continuing the study of Latin.

5549. The majority of your upper boys do no classics at all?—That is so in the military department.

5550. Do those who do Latin generally do Greek also?—No. If Latin and Greek are to be the principal subjects of study, they must be studied in the classical department of the college. A boy having a fair knowledge of Latin and Greek, on joining the special classes of the military department of the school, can advantageously continue their study in conjunction with the study of mathematics, physical science and English.

5551. We understood that the principle is that in the classical school the classics are predominant, and in the civil and military school the mathematics are predominant. In no case is the classical element dropped altogether?—Quite so.

5552. You do teach Greek in the earlier classes as well as Latin?—No Greek.

5553. Is no Greek taught in any part of your department?—If a boy comes in pretty well up in Greek then it is kept up, but not otherwise.

5554. Do you confirm what we have heard, that in the general intercourse of the school, in the games and so on, there is no distinction between the two divisions?—None whatever.

5555. (*Sir Stafford Northcote.*) Are there any considerable number of boys in the civil and military department who are not intended for any of those competitive examinations, but go there to get a general education?—About 150.

5556. What is the total number of boys in the military and civil department?—About 300.

5557. About half of them are boys who are intended to obtain a general professional education?—Yes.

5558. Are many of them boys who are intended to go to the University?—I should say not.

5559. About what age do boys who are not intended for Woolwich, or the line, or for the military profession leave?—From 16 to 17.

5560. And they go into business?—They go into some profession or other; perhaps into the law. We have classes preparing for the Government civil offices.

5561. In the course of the time you have been at Cheltenham, which seems to have been upwards of 20 years, have you observed any change in the social position of the boys in the military and civil department of the school?—None at all.

5562. Are they for the most part children of professional men?—They are supposed to be the sons of noblemen and *bonâ fide* gentlemen. That is one of the rules of the school.

5563. (*Lord Lyttelton.*) Is that one of the original rules?—Yes.

5564. (*Sir Stafford Northcote.*) Have you any very great number sons of noblemen?—Not a great number; I think there are some.

5565. Are they for the most part, or any large proportion, the sons of noblemen or gentlemen of independent fortune, or are they rather the sons of professional men, whose incomes are limited?—Principally the sons of gentlemen of independent fortune, I should say.

5566. With regard to the Civil Service examinations, do you find that those examinations tell at all unfavourably upon the general course of education at the school?—You are not speaking of the civil service of India.

5567. No.—I think not.

5568. (*Lord Lyttelton.*) Are Greek and Latin taught in the junior department?—Yes.

5569. (*Rev. A. W. Thorold.*) Have all the boys who come into your department, previously learnt Latin?—No, a very great number of them come into the department at the age of 16, and many of them know no Latin, others know so very little Latin that it is quite useless to attempt to persevere.

5570. Do you consider that the previous learning of Latin has any advantageous effect on the studies in your department?—I think so.

5571. In what precise direction?—I think it is a very great assistance to the learning of modern languages.

5572. In any other point of view?—And generally I should say as a subject of education.

5573. You would be prepared to recommend the learning of Latin as a preparatory and fundamental preparation for any liberal education?—Yes.

5574. (*Lord Lyttelton.*) With regard to this large proportion of boys who come to your department, not with a view to any of these examinations, do you infer from that, that the parents of that class are more and more inclined to value the particular points in which you instruct in that department, as compared with the old classical scheme of instruction?—I think so; but another reason why they are sent to that department is perhaps that they have been tried in the classical school and have been found to fail; that they have not been able to learn much Latin or Greek, and they come to the other department in the hope that they will learn something. We do not look for our success from such boys, but from boys who are pretty well educated, and are able to join the special classes.

5575. With regard to the others, your department gives an opening to those who you believe rather to fail in the more ordinary course?—Yes.

5576. (*Rev. A. W. Thorold.*) Have you any right to refuse them?—There is a rule that if a boy is of the age of 15 and cannot pass an examination so as to give him a fair place in the school, then we may refuse him.

5577. Is that rule often adopted?—It is not.

5578. Have you any right to refuse a boy nominated by a proprietor?—Yes, that rule is still in existence, and we always act on that rule if the boy is over 15, but if a boy is not 15 we have not the power to reject him.

5579. (*Dr. Storrar.*) By whom is the instruction in physical science and natural science given, is it given by resident masters, whose

Rev. T. A. Southwood, M.A.

24th May 1865.

abilities are specially applied to such subjects, or by occasional masters ?—A master is appointed for physical science and he teaches nothing else, he is one of the regular masters.

5580. Is this instruction given in the form of lectures or lessons with experiments ?—Both.

5581. Are these lectures or lessons given daily, or how often ?—Some of the classes go three times a week, and some only twice; when they are first beginning they go twice a week, afterwards they go three times and then four or five times according to the necessity of the case.

5582. What would be the range of the course of chemistry, how far would it extend ?—They are able to pass a very good examination on the ordinary text books.

5583. The non-metallic bodies ?—Yes.

5584. Taking in any of the metals ?—Yes.

5585. Are they taught simply the knowledge of things, or are they trained in the inductive principles involved in the observation of objects ?—They are trained in the inductive principles.

5586. You have had of course considerable opportunity of observing the advantage of prosecuting the natural and physical science subjects as a means of educational discipline, apart from their direct particular application, what is your opinion of their value in an educational point of view purely ?—I think very valuable indeed, for the very reason that it teaches them the inductive process.

5587. Have you ever fallen across boys in any number who had betrayed an inaptitude for linguistic studies, or even for the study of mathematics, whose talents have been brought out, and whose education has been developed by means of the sciences ?—I have known a considerable number of boys who have shown an inaptitude for linguistic studies make very considerable progress both in mathematics and physical science, and by means of these subjects principally have been very well educated.

5588. (*Lord Lyttelton.*) You have not often met with boys who have no turn for mathematics and who have a turn for physical science ?—I have met with boys who have had no taste for pure mathematics, but have had a taste for mixed mathematics; such boys generally like the study of physical science, and succeed in acquiring a considerable amount of knowledge. I have not met with boys having no taste for *any* branch of mathematics, but a turn for physical science.

5589. (*Sir Stafford Northcote.*) Not even for the sciences of observation ?—I have not noticed the fact, but I believe it may be true.

5590. (*Lord Lyttelton.*) But whenever there are such boys your department has given them an opening which they could not otherwise have had ?—Yes.

5591. (*Dr. Storrar.*) You do not consider that boys who have displayed considerable talent in classics are, to any peculiar extent, inapt for the study of physical science ?—I have not discovered it. I do not think I have had an opportunity of discovering it. When boys come up in special classes if they have an aptitude for languages, and they have made any progress whatever in Latin and Greek, and in one or two modern languages, such as French and German, we do not like to crowd the number of subjects, and it is very seldom that they will take more than one other subject, and that may be English language and literature, and sometimes physical science. I do not consider that such boys are necessarily inapt for the study of physical science.

5592. (*Lord Lyttelton.*) Is not physical science compulsory throughout your department ?—Not if a boy has no aptitude for it.

5593. (*Sir Stafford Northcote.*) To what extent do you carry the teaching of the English language ?—We have no limit for it ; it depends very much upon a boy's talent, and upon the time he remains in the school.

5594. When you speak of English language, do you mean the English language as distinguished from the literature, or including the literature as well ?—Including the literature as well.

5595. Do you find that the competitive examinations in English language and literature take so wide a range as to render it very difficult to give a proper education in those branches ?—It was so at one time.

5596. Was that at Woolwich ?—Yes.

5597. (*Lord Lyttelton.*) Do you practise them much in writing English ?—Yes.

5598. (*Sir Stafford Northcote.*) Can you give any general description of what it is that you desire to teach a boy under the term English language ?—They read a good deal of English literature, Shakespeare, Milton, Addison, and other authors, and such books as Morell's Analysis.

5599. That is for the purpose of studying the analysis of the language ?—Yes.

5600. Are they required to compare the styles of different authors ?—They are.

5601. And to any extent the subject matter of different authors ?—Yes.

5602. It has been stated that some such questions as these have been occasionally put—compare the philosophy of Locke with that of Bacon, and support the answer by references—; is that a question which you consider a boy who had been fairly educated in the English language would be able to answer ?—I should consider it rather above him.

5603. Is it at all your impression that questions which are above what boys might be fairly expected to answer are set at the examinations for any of those competitions ?—I think that they are more generally set in the examination for the Civil Service of India than in the examination for the admission to Woolwich.

5604. Do you consider that the effect of that is either to overwork the boys or to lead to a system of cramming, in order to bring boys up to the mark ?—It leads almost of necessity to a system of cramming.

5605. Do you think that the boys who are working for the Woolwich examinations are at all led to overwork themselves ?—I do not find it so.

5606. About how long do you consider a boy ought to take for special preparation for the Woolwich examination ?—It depends very much on the state of the boy when he commences.

5607. Take the case of a boy who has been fairly educated in the junior department of your school, at what age does he usually enter the military and civil branch ?—In the junior department the boys are very young indeed, from seven to ten years of age, so that at the age of ten years they are rather too young.

5608. I will not put it with reference to your junior department, but at what age do you consider that a boy should usually come to the military and civil department to commence his education there ?—If he brings a fair amount of Latin and Greek, I think at about 14½ years.

Rev. T. A. Southwood, M.A.

24th May 1865.

5609. At what age does he usually come up to compete for the Woolwich examination?—Between 16 and 19, about 17, I think.

5610. Taking about two or two and a half years for the special preparation?—Yes; that is quite little enough. It depends upon whether a boy brings any fair amount of mathematics; if a boy knows his arithmetic pretty well, and he also knows a good part of what is called the first part of algebra, the first four books of Euclid, then I think two and a half years quite sufficient, but if he knows no mathematics then two and a half years are not sufficient.

5611. Taking two and a half years you think he may fairly do it without over-working himself, and without losing his proper allowance of play?—Yes, and without receiving any private instruction.

5612. (*Mr. Acland.*) How far must mathematics practically be carried to ensure success at Woolwich? What subjects are necessary?—Arithmetic, algebra, logarithms, trigonometry, Euclid, and mechanics would ensure success so far as mathematics are concerned; but it is desirable, and frequently necessary to add to these, co-ordinate geometry, hydrostatics, and some other mathematical subject to compensate for deficient knowledge in the other subjects which a candidate may select for examination.

5613. Do you think that that amount of mathematics, looking to the education of the boy, as intended to fit him for any sphere of life, is a healthy amount of mathematics at that age, or do you think it is too much?—The age may extend to 19. Boys who take up the greatest amount of mathematics are generally of the full age, having a talent and aptitude for the subject. To such I think the extended course is very valuable. Mathematics when properly studied are a healthy mental training, but the amount, like that of English language and literature, will be determined by the talent of the boy and the length of time to which the study is extended; the greater the time the greater the amount of knowledge, but an undue proportion of mathematics is not pressed into the time allotted for the study of it.

5614. Should you think it desirable to teach a boy as much mathematics as that before 18, or should you think it better as a general preparation for his after life, that he should read rather less mathematics at that age, and rather more literature?—I think everything he does in mathematics ought to be thoroughly done, and six or seven subjects thoroughly done is much better than ten subjects superficially done. In the study of mathematics, to whatever extent the circumstances of aptitude and time may carry a boy's knowledge, it is not allowed to interfere with the time set apart for the study of English literature. In our civil classes in the civil and military department, where the amount of mathematics is small and that of English greater, the boys are found to be less educated on leaving school than the boys who are prepared under the other system.

5615. My question is, whether you think that more literature and less mathematics would be better for him?—I think not generally.

5616. Does your answer mean that under your system literature is not sacrificed?—It is not sacrificed.

5617. Will you explain what amount of study of literature you are able to combine with that amount of mathematics in the case of a boy of fair, but not extraordinary abilities?—Judging by time, the amount is rather more than one half of that given to mathematics, pure, mixed, and applied.

5618. Are you able to couple with mathematics, the thorough knowledge of French, Latin, Greek, and English?—With mathematics and

literature we combine generally three more subjects selected from the following: French, German, Latin, Greek, and physical science. *Rev. T. A. Southwood, M.A.* 24th May 1865.

5619. I think you said that French is required as a necessary part of the education of all boys in the modern department?—Yes, with the exception of boys in the first class, who may substitute one of the previously enumerated subjects if there is good reason to believe it will be for his advantage.

5620. Would you state from experience what is your opinion of French as an instrument of education with reference to mental training?—Of less value than most other subjects taught in schools. To boys intended for the army its great value is its practical utility.

5621. Do you think it decidedly inferior to Latin?—Decidedly.

5622. With regard to German, what is your opinion?—I think German has a great advantage over French.

Adjourned.

Tuesday, 30th May 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. CHARLES EVANS, M.A., called in and examined. *Rev. C. Evans, M.A.* 30th May 1865.

5623. (*Lord Taunton.*) You are a Master of Arts of the University of Cambridge, I believe?—I am,

5624. I believe that you took high classical honours?—I was bracketed first in the first class in classics, and was senior Chancellor's medallist.

5625. You are now head master of King Edward the Sixth's College at Birmingham?—I am.

5626. How long have you held that situation?—For two and a half years.

5627. Before that I believe you were one of the masters of Rugby school?—I was there for 14 years.

5628. Will you have the kindness to state generally the nature of the endowment and the present position of the school at Birmingham?—The objects of the endowment, as specified in the original charter, are, the instruction of the youth of Birmingham in grammar.

5629. What do you understand by grammar?—I have generally taken it to mean the best education that could be afforded at the time.

5630. (*Mr. Erle.*) The constitution of the Birmingham school is now governed by subsequent Acts of Parliament?—It is.

5631. (*Lord Taunton.*) What is the number of boys now in the school?—In the central school, which is called the grammar school, there are 500 boys educated free. In other parts of the town there

Rev. C. Evans, M.A.

30th May 1865.

are eight branch or elementary schools, four for boys and four for girls, in which 1,100 children are educated, making 1,600 altogether. The education as now given is given in different grades. In the central grammar school we have two distinct departments, a classical department and an English department, with a lower school as a common feeder to the two departments. In the classical school the routine of the education is very much the same as that adopted in the great public schools, Latin, Greek, and mathematics forming the staple subjects of education. French, German, and drawing are also taught. In the English department there is no Greek, but Latin is taught, and in lieu of Greek, greater attention is paid to modern languages and to mathematics. In the branch schools no Latin is taught, but the Scriptures, English history, grammar, geography, writing, and arithmetic.

5632. Is it the object of this school to educate all the children of Birmingham, of all classes, who may desire to profit by it?—Practically it does; it educates children of all social grades.

5633. It offers education to all?—To all.

5634. (*Lord Lyttelton.*) That is to say, to all classes?—Yes, as far as the capacity of the building goes.

5635. (*Lord Taunton.*) Does the capacity of the building practically exclude any considerable number of the children of any class at Birmingham?—The population of Birmingham and of the neighbourhood, within the school limits, is nearly 400,000.

5636. Is your endowment sufficient to provide education for all?—There is no surplus at present. I think our expenses at present exceed our income.

5637. You have, I believe, branch schools?—We have eight branch schools, four for boys and four for girls, in different parts of the town.

5638. Upon what principle are children admitted to the benefits of this school?—They are admitted in virtue of being the children of parents residing in the parish of Birmingham, or in contiguous parishes. The education is entirely free, and they are admitted by the nomination of a governor. There are 20 governors, who have the right of giving nominations for admission into the school as vacancies occur, and are reported to them by the head master.

5639. (*Lord Lyttelton.*) Does it apply to all the parishes round Birmingham?—To all parishes contiguous.

5640. (*Lord Taunton.*) Is the education gratuitous, or what is paid for it?—It is entirely gratuitous.

5641. (*Mr. Erle.*) Does that system of nomination prevail in all the lower schools?—Throughout.

5642. (*Lord Taunton.*) How are the governors chosen?—In accordance with the original charter they co-opt, filling up vacancies in their body as they occur.

5643. Are they taken from the principal inhabitants of Birmingham?—Yes, of Birmingham and the immediate neighbourhood.

5644. What is their control over the master and the management of the school?—Practically they leave the master perfectly free and unfettered in all matters of education and discipline.

5645. What is the amount of the annual proceeds of the endowment?—I think it is upwards of 11,000*l.* a year.

5646. I think it comes from very valuable land which has been built over?—It does.

5647. Is there any prospect of improvement?—Yes. There are several valuable plots of ground already marked out for streets; if this land be leased it is quite possible that within a few years the income may be 20,000*l.* a year instead of 11,000*l.*

5648. You say that admission to the school depends on the nominations of the governors; is there anything to restrict or direct the choice of the governors with regard to the class of the boys admitted to the school ?—Nothing.

5649. Practically is it the case that they are generally the children of well-to-do tradesmen, or children of the lower classes ?—I think that the governors are perfectly impartial in giving their nominations. They generally give them to the first applicants, so that we get a mixture of all classes; no preference, I think, is given to any class at all.

5650. When a boy is thus nominated, what determines the branch of the school to which you send him ?—The wish of the parent.

5651. Is there any religious test of any kind for admission into the school ?—None; children of all denominations are admitted without distinction.

5652. Are they required to learn the Church catechism ?—It is not forced upon them. No formularies are forced upon any children whose parents have a conscientious objection to them. Jews, for instance, are not required to attend Scripture lessons in the New Testament.

5653. Do you find that that system works well, or do you think that it has any tendency to promote any irreligious feeling among the boys ?—On the contrary, the religious knowledge in the school is far above the average standard, I think.

5654. You, as a clergyman, have no reason to object to the results of that system ?—Quite the contrary.

5655. (*Mr. Baines.*) What is the minimum age at which you admit boys ?—Eight years of age.

5656. (*Lord Lyttelton.*) Are you aware of any dissatisfaction in the town or neighbourhood as to the system on which the school is governed, and the manner in which the governors are appointed ?—I gather from the newspapers that there is a considerable jealousy of the present mode of appointment; but I have never heard of any real evil that has been brought forward as ensuing from such a mode of appointment.

5657. It is not alleged that any mismanagement of the school has been the consequence ?—I never heard such an allegation.

5658. (*Mr. Erle.*) Have not the nominations of governors been very much confined to one political party ?—I am not prepared to answer the question; I hardly know.

5659. (*Lord Lyttelton.*) Has the education from time immemorial been quite gratuitous ?—Quite.

5660. What is your opinion as to that system of gratuitous education, especially with regard to the middle class ?—Speaking of Birmingham alone (if I may be allowed to speak on the subject of admission by nomination as well as of gratuitous education), I should say that, coupled together, the system of admission by nomination and that of gratuitous education, have been most injurious to the cause of education in the town. I believe that together they have acted as a positive blight upon the preliminary education of the children of nearly 300,000 people.

5661. In what way ?—In some such way as this: the school has acquired a considerable reputation in that town and neighbourhood. For upwards of 25 years past the majority of this population have looked to King Edward's school as the great means of educating their children. The tendency has been for parents to throw the responsibility of the entire education of their children upon the school, ignoring their own responsibilities. Every parent has made sure that he will be

Rev. C. Evans, M.A.

30th May 1865.

fortunate enough in the long run to get a nomination for his son. He knows a governor, or he knows the friend of a governor. The consequence has been that he has never thought of any preliminary education for his children, having made sure of their education in King Edward's school. The standard of qualification required of boys is unfortunately a very low one, the head master being obliged to admit any boy who can read and write English. The school being unable to educate more than a fraction of the population, a large number of boys who reckon upon getting admission into the school do not succeed, but, cherishing the hope from half year to half year of getting in, they are in the meantime allowed to run wild, or are often sent to cheap and poor schools. Good preparatory schools have been almost extinguished in the town; it has not been worth while for any gentleman of education to keep a preparatory school; and a short time since it was almost impossible to get a little boy taught the elements of Latin grammar, except at ladies' schools, within four miles of Birmingham.

5662. You are speaking of the middle class; you do not mean that there are no elementary schools in Birmingham?—Not for teaching Latin; to my knowledge there are very few. Within the last year one or two have sprung up in consequence of the introduction of a competitive admission into the school.

5663. Did you find that evil existing soon after you had the administration of the school?—Yes.

5664. Will you state what measures you have been able to take for partially meeting that evil?—It appearing to me that this prospect of a nomination almost destroyed all care for preliminary education on the part of the parents, I strongly urged upon the governors the advantage of throwing open a certain number of nominations to public competition. They acceded to my request a year ago, and agreed to place at my disposal 40 nominations each year for two years, as an experiment. These nominations have been thrown open to competition. In the first examination the standard of attainments was very low. A few months ago we had a second examination; there was a marked improvement, and I have learnt within the last six weeks that several preparatory schools have been started in the neighbourhood by clergymen in the hope of preparing for these competitive examinations.

5665. Do you expect even as far as you have gone that that will have a beneficial effect on the preliminary education of the middle classes in Birmingham?—I have no doubt of it.

5666. Does it occur to you, considering it is impossible, even with your large endowment, that you can actually provide for the education of all the children in the district, that that system of admission by competition might be extended throughout the whole school?—It has often occurred to me, and I have no doubt of its feasibility.

5667. Do you believe that anything should obstruct it except the interests of those who have a right to have this free education?—The "fancied" interests, I should say; I think that really the nominations, without a proper standard of qualifications, are a great evil to parents and boys.

5668. How do you fix the standard of admission in those competitive examinations?—I take the best boy that I can get. I mark out certain subjects of examination.

5669. What are they?—First of all the candidates are grouped according to age. There is not the same examination for all boys who may offer themselves, so as to ensure encouragement being given to younger boys. The younger group are examined in Latin, the elements

of English history and geography, writing from dictation, and elementary arithmetic. In the upper group they are examined in all the above subjects with the addition of Greek. Credit is given to a boy for any knowledge of French which he may possess. It is not necessary to pass in every subject.

5670. Do these 40 competitive admissions apply only to the upper school?—Only to the grammar school in New Street.

5671. Where is the commercial school?—In New Street. The New Street school consists of two departments.

5672. Is the commercial school the chief school for the middle classes in Birmingham?—No. There is no perceptible social distinction between the classical school and the commercial school.

5673. What determines parents in selecting one rather than the other?—It is their fancy; but upon the whole they are indifferent. They find that the classical side is just as good a preparation for practical life at 15 as the English department is.

5674. Do you think they have any intelligent appreciation of the value of Latin learning?—Not as a general rule.

5675. How many are there in the classical school, and how many in the commercial school?—There are 215 at present in the commercial school and 210 in the classical school.

5676. Do they stay about the same length of time in the two departments?—No, they stay a shorter time in the commercial school; at the present time in the classical school there are 160 boys under 15 years of age, and there are 50 boys above that age. In the English school, out of 215 boys there are 180 under 15 and 35 above. The average of age is slightly lower in the English school than it is in the classical school.

5677. You said the effect of the combined system of free education and indiscriminate nomination had been very bad, but with the competitive system of admission would you still maintain the entirely gratuitous system, or would you have a payment?—I should certainly like to have a payment.

5678. In itself do you mean, or simply because you might then extend the education further?—To enable us to extend the education further, and also as being, I think, on the whole a good thing for parents. I should not, however, propose to abolish the gratuitous education, altogether. My hope is to see the numbers of the school greatly extended. At present we have 500. By a very reasonable outlay, I think not exceeding 6,000*l.*, we should have accommodation for an additional 500 boys. I should like to see 400 out of this 1,000 free, who should gain their free studentships or scholarships, as they might be called, by competition—a competitive examination graduated according to age, open to the whole 600 paying pupils, and to the whole town as well.

5679. Do you think that so large a proportion as 400 out of 1,000 would not be giving freely to the parents in Birmingham that which they should pay for themselves to some extent?—Yes; but for 300 years they have been accustomed to the gratuitous education, and it was to save supposed vested rights that I proposed so large a number. It would stave off opposition; the school would then be self-supporting; our numbers would simply be limited by the capacity of the building, if a very moderate fee were imposed.

5680. The endowment would still go to the expense of education?—Yes, but accepting the present outlay on education as unchangeable, we should not require to borrow of the charity at all for the education of the additional 500 boys thus introduced into the school.

Rev. C. Evans, M.A.

30th May 1865.

5681. (*Dr. Temple.*) The governors at present elect themselves?—Yes.

5682. That is, they fill up vacancies in their own body?—Yes.

5683. Do you find any inconvenience in consequence, or do you think that that system might be improved?—No, it does not appear to me that any inconveniences result.

5684. You have no desire to have governors of a different character in any way?—No. Speaking in the interests of the school, I have no desire at all. I think the present system creates heart-burnings and jealousies in the town. It might be desirable to allay them, perhaps; but speaking for the school, I have no desire for any change in the mode of appointment.

5685. (*Lord Taunton.*) Are you aware of a memorial that has been addressed to this Commission from the mayor, aldermen, and burgesses of the borough of Birmingham, on the subject of the governing of this school?—I saw a statement to that effect in the public papers.

5686. (*Dr. Temple.*) Do the governors interfere at all in the actual management of the school?—Not at all; within the limits of the statutes the head master is perfectly free.

5687. (*Lord Lyttelton.*) What are the limits of the statutes?—What I meant was, that if the head master wished to make any change, to introduce any subject of study not contemplated in the statutes, it would be necessary for him to apply to the governors, and for them to get a fresh statute.

5688. Is that the main restriction upon him?—He has not the nomination of the masters. I think it would be very desirable in such a school for the head master to have the nomination of the assistant masters. The salaries which the governors are able to pay are small; a popular head master might very often, out of his personal following, attract good men who would not care to answer an advertisement in the newspapers, who would come out of their personal regard for the head master, and raise the character of the school.

5689. The statutes impose no restriction as to the internal arrangement or discipline of the school, or anything beyond the general course of study; that is left to the governors?—Yes; the general course of instruction is fixed by Act of Parliament; the head master is in other respects perfectly supreme in all points.

5690. There is no appeal from him on any point of discipline?—No.

5691. (*Dr. Temple.*) The appointment of the masters rests with the governors: have they also the dismissal of the masters?—Yes.

5692. Then the head master has no power to suspend any other master?—Yes, to suspend a master and to refer the case to the governors; he would have that power.

5693. Would you think it advisable that the head master should have the power both of appointing and dismissing?—Yes, with a right of appeal to the bishop.

5694. The head of the governors is, I believe, called the bailiff?—He is.

5695. Is the bailiff elected for life?—No.

5696. How long does he hold his office?—For one year.

5697. Do you find any inconvenience in consequence of that?—Yes.

5698. Of what kind?—The bailiff is appointed in rotation, and is often one of the junior governors; he has generally speaking to learn the duties of his post, which are very complicated and responsible, during his year of office. Towards the eleventh month of his year he

is beginning to grow familiar with them; he is obliged to resign in another month, and a comparative stranger is called in.

5699. (*Mr. Erle.*) Is the bailiff a municipal officer of Birmingham? —No, he is merely the chairman of the governors.

5700. (*Dr. Temple*). What do you propose instead of the annual bailiff?—That the bailiff be elected out of the whole body of the governors upon his merits, and hold office for at least five years, with the power of being re-elected for another five years. I think that a quinquennial tenure of office would ensure a continuity of interest in and close familiarity with the wants of the school.

5701. (*Dr. Temple.*) The governors alone have the power of making statutes, I believe?—Yes, *cum advisamento episcopi.*

5702. For instance, a change in the mode of admission from nomination to competition would be changing the statute and would be made by the governors?—No, the nomination system does not rest upon statute or upon charter.

5703. Only on custom?—Only on custom as regards the grammar school; on statute as regards the elementary schools.

5704. Without making any new statutes at all the governors might abandon it?—Certainly.

5705. But if they did abandon it, they might recur to it?—Yes.

5706. Would it not be in your judgment advisable that there should be a statute made to make the examination competitive?—I am so confident of the healthy results of the competitive system, that I should not fear any wish on the part of the governors to recur to the nomination system; and even a statute might be reversed with the advice of the bishop.

5707. Have you any desire to have the statutes altered?—There are one or two points on which I should like alterations to be made.

5708. Do you think that the present body of governors is a body that would be most likely to deal best with the statutes, or do you think it would be an advantage to have men from outside Birmingham to take part in it?—I think it is desirable to have a large non-local element on the board.

5709. (*Mr. Erle.*) Is your recollection clear that the governors make the statutes? Does not the bishop make the statutes?—No, the governors make the statutes; they are submitted to the bishop for his advice.

5710. (*Dr. Temple.*) Do you think it would be an advantage even to the school to have a non-local element among the governors?—Certainly. I think that the body as it is at present constituted is liable to local pressure, which may often be unwisely exerted and tend to divert the governors from some salutary but unpopular measure. I think a non-local element would escape that danger.

5711. (*Lord Taunton.*) To be a governor, is it necessary to be a member of the Church of England?—I think not, certainly not by Act of Parliament.

5712. Is it principally the case that they are all members of the Church of England?—They are.

5713. Is any political party exclusively represented in the governors? —I am not aware that such is the case.

5714. (*Dean of Chichester.*) Would it be desirable to connect the school through the appointment of governors with the corporation?— It might silence objections; but as regards the government of the school, I do not see any advantage which is likely to accrue from such a course.

5715. Do you know what the condition of the school was before the

Rev. C. Evans, M.A.

30th May 1865.

present scheme was drawn up?—It was at a very low ebb indeed; the school was hardly felt in the town.

5716. Was the present scheme introduced in the Bishop of Peterborough's time?—It was. It partly came into action in his time, and partly in that of the Bishop of Manchester's.

5717. (*Dr. Storrar.*) Do you think it is a good principle in the arrangement of any school that there should be free admission without competition?—Not as a general rule. I think the loss is often greater than the gain from such a course. Here and there, no doubt, there are people in such pecuniary circumstances as that free admission is a very great boon to them.

5718. Are you not apprehensive that giving education for nothing has a tendency to lower its value in the estimation of people?—Certainly in a large community like that of Birmingham.

5719. Should you prefer the payment for education, and make free admissions the exception?—Certainly.

5720. In enumerating the subjects taught in the upper school, I do not think you made any allusion to science; is science taught?—Yes, it is; I forgot that.

5721. What subjects of science?—At present chemistry is taught in regular lessons and lectures; mechanics and other branches of natural science are taught in turn.

5722. (*Rev. A. W. Thorold.*) With respect to the branch schools of which you spoke (I think you said there were eight), in what way do they work into the great central school?—They were not instituted as feeders to the central school; but to provide a different grade of education for the poorer inhabitants. The head master, however, has a discretionary power of transferring promising boys from these schools to the grammar school, and within the last few months a former member of the school, who was thus transferred, has been elected to an open fellowship at Oxford, after gaining a first class.

5723. They are not under the same roof as the central school?—They are scattered about the town to suit the wants of the population.

5724. Do you appoint the masters of those schools, or are they appointed by the governors?—They are appointed by the governors.

5725. Are the head masters of those branch schools University men?—No, none of them are University men; they are mostly certificated masters.

5726. What is the average number of the children of those schools?—In the eight schools there are 1,100 children, about 135 at each school.

5727. In your own school I suppose there is a considerable mingling of different social elements?—Almost all grades, from the very highest in Birmingham to the lowest.

5728. Do boys play together as well as study together?—There is very little playing within the precincts of the school.

5729. There is not much playground perhaps?—Yes, there is a considerable space, but the boys only assemble there for a few minutes before school; the moment school is over they are glad enough to get away.

5730. Do you find any practical difficulty in working the school from the fact of those different social elements existing?—None at all. I think it is a very good thing for society in Birmingham generally that there is this blending of classes.

5731. Do any proportion of the boys who are admitted come from National schools?—Yes, a considerable number from the National schools.

5732. Do you consider, as a rule, that they have been well taught in elementary subjects, such as reading, writing, and elementary arithmetic ?—Very few boys come to me well taught in reading, writing, and arithmetic ; some of the National schools at Birmingham are, I believe, very good indeed ; but I do not, as a rule, get the *élite* from those schools.

5733. Why not ?—It is a mere haphazard what boys I get. Under the present system of admission by nomination it not unfrequently happens that a boy comes at 14 who is barely able to read and write.

5734. Is the school commenced or concluded with prayer?—Yes, except that on a half-holiday we do not conclude with prayer.

5735. What prayers are used ?—Selections from the Liturgy, with a thanksgiving for the founder.

5736. With the exception of Jews, are all the other boys expected to attend prayers ?—If any conscientious objections were raised by a parent, the boy would not be forced to attend ; no objections are raised, and they do attend.

5737. (*Lord Lyttelton.*) No objection has ever been raised ?—No, not to my knowledge.

5738. (*Rev. A. W. Thorold.*) If only as a matter of discipline, I suppose you consider it of importance that all should attend prayers ? —Yes.

5739. (*Dean of Chichester.*) Are there not religious services and lessons every Sunday in the school ?—Yes.

5740. Do the boys generally attend ?—No, the attendance is very small ; it is optional.

5741. (*Lord Taunton.*) Have you Roman Catholic boys in your school ?—Very few, not more than two or three altogether ; the attendance on Sundays is small, not from the want of interest in the subject of instruction, but from the distance of the boys' homes from school ; it is not thought worth while to walk two or three miles for one hour's lesson.

5742. (*Lord Lyttelton.*) You have no reason to suppose that any conscientious difficulties obstruct their attendance on Sundays ?—Certainly not.

5743. (*Dr. Storrar.*) There are a good many Roman Catholics in Birmingham, are there not ?—Yes, a great many.

5744. Where are they educated ; in special schools ?—In their own schools.

5745. (*Mr. Erle.*) Have you periods during the week in which religious instruction is given in the schools ?—The first lesson on Monday morning is always a lesson in Scripture. There is no other fixed time ; the time varies.

5746. Do any of the pupils of any different religious denominations absent themselves from that, or do they all attend ?—They all attend.

5747. Except Jews ?—Yes, the Jews always attend, except at the New Testament lessons.

5748. When you said you would recommend a very general admission of boys as the result of competitive examinations, would you apply that, if possible, to all admissions by competition to any school—the central school for instance ?—I should propose to admit boys to the freedom of the school only by competition.

5749. Do you think from the early age at which they might be admitted there might be some boys who would never obtain admission ?—Yes, I am afraid it must be *væ victis.*

5750. (*Lord Lyttelton.*) Would you apply the competition to the lowest class of schools, the elementary schools ?—Partially ; but it is not

Rev. C. Evans, M.A.

30th May 1865.

of so great importance; the range of age of the scholars in the elementary schools is so narrow that less evil results practically from boys waiting for a nomination there.

5751. (*Mr. Erle.*) But the age of eight or nine, at which some of them are admitted, is a very early period at which to affect permanently a boy's fortune in life, is it not?—It would not be *permanently* affected; he would have other opportunities of competing. You will recollect that I was proposing that the school should be greatly enlarged, and that such additional boys should be admitted on payment of a very reasonable fee, only 4*l.* a year; it will then be competent for them to be drafted off from the paying department into the free department of the school by competition.

5752. Then you would not confine the admissions to competition?—No, not in the paying department.

5753. The master is appointed by the governors, and is properly uncontrolled in the management of the school; can he be dismissed at the discretion of the governors?—With the approbation in writing of the visitor.

5754. For cause, or without cause assigned?—For cause assigned.

5755. I do not ask your opinion with reference to the Birmingham school, but I should be glad to have your opinion as to the expediency of making the masters subject to dismissal in the judgment of the governing body?—I think they ought to have the right of dismissing him on grave grounds given in writing.

5756. But without grounds which are capable of definition, supposing he is a man of high character, but perfectly unsuccessful as a master?—I think it would be a dangerous power to give to the trustees; a school might be unsuccessful for a few years, from causes independent of the master, and yet weather the storm.

5757. (*Lord Taunton.*) Suppose a master were an excellent man and a learned man, but showed an obvious inaptitude for teaching; do you think it would be desirable in a case like that to give a power of dismissal to the trustees?—I do not think it desirable; I think that the loss to the school during that man's incompetent reign might be serious certainly; but it would be small as compared with the loss which might ensue from placing the head master in a subordinate position at the mercy of caprice or prejudice.

5758. (*Mr. Erle.*) If unfortunately any successor of yours should show an unexpected inaptitude for teaching, and the Birmingham school should be comparatively deserted, do you think that during the definite period of that master's life the school should be kept inoperative?—That is an extreme case. I can hardly imagine that the well-being of a great school like that would depend so entirely upon one man; it would go on in spite of him doing a great deal of good.

5759. (*Lord Taunton.*) In the case of a small school, an ordinary grammar school, the whole success of the school might depend on the fitness of the master for teaching; do you think in that case it would or would not be right to give the trustees the power of dismissal in an extreme case?—It would be so very difficult for the trustees to judge of the master's fitness, that I think the danger would be very great if you subjected the head master to the arbitrary will of the trustees.

5760. (*Mr. Erle.*) Do you think they might exercise the power, under some control or under some visitorial power?—Yes; but without such control the power of dismissal might sometimes be exercised under some temporary local pressure. For instance, one or two cases of

severity of the head master in dealing with boys might create a very strong feeling against him, and he might be dismissed on a false issue.

5761. (*Lord Taunton.*) Do you think it would be a mischief to give that power of absolute dismissal with an appeal to a visitor?—I think not, with an appeal to a visitor; that is all the head master could require.

5762. (*Mr. Erle.*) Still do you answer the question with reference to the dismissal without an assigned cause?—I think cause should always be assigned in writing.

5763. (*Lord Taunton.*) How many assistant masters are there connected with this school?—Twenty-two.

5764. Have you any objection to state what your own emoluments are?—About 1,800*l.* a year.

5765. Is that a fixed sum paid without any reference to the number of pupils?—No, it depends on capitation fees; practically it is nearly fixed, because the school is always full; if the school were to decline, my income would decline.

5766. It is so much a head?—Yes, the capitation fees are graduated; for boys in my own class, I receive 6*l.* a year; for boys in the second master's class, 5*l.* a year; for the rest of the classical school, 3*l.* a year; and for boys in the English school, 1*l.* a year.

5767. (*Lord Lyttelton.*) The 22 masters are all in the school in New Street?—Yes.

5768. (*Lord Taunton.*) What proportion of masters is that to the number of boys?—That number includes writing masters and modern language masters. The average number of boys in a class is 17; many of the masters have two classes.

5769. What are the emoluments of the assistant masters?—The second master receives 650*l.* a year.

5770. How is that made up?—For the future it will be 500*l.* a year fixed, and 150*l.* as an allowance for a house.

5771. He has not a house?—No, he had till lately. The house lately occupied by the second master has just been converted into class rooms.

5772. Have you a house yourself?—Yes, house rent and taxes free.

5773. How are the other masters paid?—The head master's assistant receives 300*l.* a year; the mathematical master receives 250*l.* a year; the senior master in the English school, 250*l.* a year; and the rest, 200*l.* a year, with the exception of modern languages and writing masters, who receive 150*l.* a year.

5774. Are these fixed payments?—Fixed payments.

5775. They have no houses?—No.

5776. Are you able for these sums to obtain competent persons to assist you?—We have been very fortunate; the average standard of the assistant master is very good, far better than I should have expected to obtain; but I think every year there will be greater difficulty in obtaining good men for such sums.

5777. Are they chiefly clergymen, or not?—One half of them are ordained.

5778. Nothing is obligatory on that point?—No; but they must be members of the Church of England.

5779. All the masters must be members of the Church of England?—Yes, except the foreign language masters.

5780. (*Dr. Temple.*) Is that by statute or by custom?—By custom.

5781. (*Mr. Acland.*) What is the total amount of money expended in teaching power, and what is the actual cost of the teaching power expended on the boys per head?—The total sum paid for teaching in

Rev. C. Evans, M.A.

30th May 1865.

the grammar school is 5,950*l.* for 500 boys, at the rate of nearly 12*l.* a head. In the elementary schools the total sum paid for teaching and supervision is 2,000*l.*, or at the rate of 2*l.* a head.

5782. (*Lord Taunton.*) I think you have stated that elementary schools are a part of your system?—Yes.

5783. How many boys are there in them?—570, I think, at the present moment.

5784. Of what ages are those boys?—The average age is eleven years and two months.

5785. Are those boys of a lower class of life than the boys in the upper schools, or not?—In two of the schools they are of a considerably lower class, on account of the peculiarities of the neighbourhood in which those schools are situated; in all the other schools one half of the boys in the elementary schools are quite equal, socially, to the lower half in they grammar school; they come from the same grade.

5786. Will you be so good as to tell us what the subjects of instruction are in those elementary schools?—The Holy Scripture, English history, grammar, geography, writing, and arithmetic, and in the girls' school sewing and knitting. In one of the schools I have, within the last two years, introduced the study of Latin as an experiment. The results have been so beneficial, that I think in a short time I shall be able to get Latin introduced into all the schools.

5787. (*Lord Lyttelton.*) Down to the lowest?—Down to the lowest. The school into which I introduced Latin was by no means the foremost in English grammar or in arithmetic in the competitive examinations, which are very searching, and which are held twice a year in these schools. Since I introduced Latin the school has gone ahead in every subject, though the time they now devote to English grammar is considerably less than it was. In that subject in particular they beat all the other schools.

5788. What competitive examinations are you referring to?—The schools are pitted one against the other in the annual examination.

5789. (*Lord Taunton.*) Did you find any feeling one way or another on the part of the parents who sent their boys to this school with regard to the introduction of Latin?—Yes, at first; some one in Birmingham, the moment it was done, wrote a letter to the newspaper complaining of it, and caused one or two complaints to be made by the parents, who expressed a wish that their sons should not learn Latin. I instructed the master of the school to excuse any boy Latin whose parents really wished it, but to make a point of seeing the parents, and pointing out to them the probable advantage of learning Latin. In no case has the parent persisted in disallowing his son to learn Latin, and some of the parents at the other schools are anxious for it.

5790. Did you find that the boys themselves took to the introduction of Latin, or that they disliked it?—They like it exceedingly, and have even petitioned the master to give them lessons out of school hours. Now that the competitive examinations have been introduced for admission into the grammar school, Latin is more than ever valued. In the two examinations which I have held, on the first occasion the first three boys came from this elementary school, beating the whole of the town. In the last examination two out of three came from this school, and the third from another school.

5791. (*Lord Lyttelton.*) Do you think that the novelty in it has anything to do with it?—Perhaps, but there is a practical result in the improvement of the boys.

5792. As to the feeling of the boys about it, do you think they take

to it as a new thing?—They thought it rather grander to learn Latin.

5793. (*Dr. Temple.*) Did they work with more diligence in consequence of thinking it grander, do you think?—Yes; their wits were sharpened altogether.

5794. (*Lord Taunton.*) Do you give any premium to Latin, in the way of letting it count in the competitive examinations for a good deal, or do you mean that they succeed in the competitive examination from their wits having been sharpened by their learning Latin?—The amount of Latin they brought was hardly appreciable; they did not know enough to count much in the examination, but they were improved in other respects. They gained their place by their arithmetic and their English, not by their Latin.

5795. Out of the four elementary schools, as I understand, you have only introduced Latin into one?—Only one.

5796. Do you look forward to introducing it into the three other schools?—I hope so, but it is illegal at present; I shall be obliged to get an alteration in the statute. I attach great importance to the introduction of it into these schools.

5797. What do you believe the feeling of the governors to be on the point?—They do not think it desirable.

5798. Are there girls in these elementary schools?—Yes, 530 or 540 at the present moment. Each of the elementary schools consists of two large rooms, with class rooms attached. One large room is for boys the other for girls, so that they are kept quite distinct, but they are under the same roof.

5799. Are there girls in your other schools besides?—No, not in the central school.

5800. Was the foundation originally for girls as well as boys?—No; it was a liberal interpretation put upon the original charter about 30 or 40 years ago.

5801. Do you think it would be advantageous that the education of girls should be carried further than it can be in these elementary schools, and if there were classes for girls corresponding to the classes for boys of a higher description?—The education at present given in the girls' schools is exceedingly good, and I think it is carried far enough. In the list of subjects which I gave just now, as taught at those schools, I did not mention French, which does not form a part of the regular course, but several mistresses are able to teach French, and have a special French class. The girls are allowed to stay on till 16 or 17, and receive a very good education indeed in the elementary schools.

5802. What are the subjects taught to the girls in those elementary schools?—The principal subjects are Scripture and English. Many girls, for instance, can say two books of Milton's Paradise Lost by heart, and would be able to parse a very intricate sentence, and know a good deal about the etymology of the language. They learn French, drawing, geography, and arithmetic. Arithmetic is a very strong point in these schools.

5803. So that the girls' schools can hardly be called elementary schools merely; they are complete schools for the education of the girls?—They are for girls in that class of life. They are quite fit to go out as governesses into tradesmen's families.

5804. You do not attempt to teach them Latin at all?—Not at all.

5805. Do you think it would be objectionable to do so?—I think the

Rev. C. Evans, M.A.

30th May 1865.

results would not be satisfactory, as I should have a difficulty in getting mistresses able to teach Latin.

5806. You teach French ?—Yes. Several of the mistresses are able to teach French, but it does not form part of the regular course ; it has been lately introduced into these schools.

5807. Do you teach the physical sciences in the girls' school at all ?—Not at all : drawing is taught.

5808. You do not teach algebra or mathematics ?—No.

5809. (*Lord Lyttelton.*) Have you physical science in the upper school ?—In the grammar school we have.

5810. (*Lord Taunton.*) Are mathematics at all introduced into these elementary schools ?—They have learnt the first book of Euclid for a half year, but it has not been found possible to keep that up. The boys leave the schools at such an early age that we are obliged to content ourselves with arithmetic. The demand for youthful labour is so great in Birmingham, that it is very difficult to get a boy to stay at school after 12.

5811. (*Mr. Acland.*) Do you ever teach practical geometry in connexion with drawing ?—Yes, it is taught, but not regularly ; it is a voluntary subject of study.

5812. In the lower school, I mean ?—No, it has not been taught in the lower school to my knowledge.

5813. (*Dr. Storrar.*) Is not music taught either to the boys or girls in these elementary classes ?—No, it is not.

5814. (*Lord Taunton.*) Taking the central school in New Street, and beginning with the lower school, what is your system of instruction there ?—The lower school is intended as a common feeder to the two upper departments, to the classical and to the English department. It is the stem of the Y. In the lowest classes they learn the very rudiments of knowledge, English, spelling, and grammar, history, geography, and arithmetic. The lowest class in the school is called the third class. In the third class they learn what I have just mentioned. In the two upper classes they learn a little Latin, with the different other subjects.

5815. (*Lord Lyttelton.*) What book do you use for teaching them English grammar ?—Morell's grammar.

5816. (*Dr. Temple.*) How does this differ from the elementary schools, because the subjects seem very much the same ?—They are almost entirely the same, except that Latin is taught in the upper part of the lower school.

5817. Then if you introduce Latin into the elementary schools, it would be precisely the same instruction ?—Exactly.

5818. How would it be determined which department a boy should go into ?—The governors exercise no judgment in the matter, it is left entirely to the parents.

5819. (*Lord Lyttelton.*) In fact it would be nearly the same course of education for rather a wider range of society ?—Yes.

5820. (*Lord Taunton.*) Do you see any objection to that ?—No ; as far as I can see at present, the subjects which I have mentioned are the most useful for practical life at an early age.

5821. Coming to the point where the schools diverge into two branches, the English and the classical, what determines the choice of a boy going to the one or to the other ; is it the option of the parent ? —The fancy of the parent.

5822. Which branch is generally preferred by the parents ?—I think that the English school has lately been the more popular of the two.

5823. Do they learn Latin at all in the English school?—Yes, they learn Latin throughout the English school.

5824. What is the main distinction between the studies in those two branches?—No Greek is taught in the English school; more time is given to French, German, and arithmetic, and they learn chemistry. The chemistry has been a great attraction to the people in the town.

5825. I suppose those youths who are intended for commercial and manufacturing life generally do prefer the English branch?—They did decidedly till lately, but I think that now parents are pretty equally divided. I think they would just as soon have a boy in the classical department as in the English department.

5826. (*Lord Lyttelton.*) The numbers being nearly equal, would show that the taste of the parents is about equally divided between the two?—No, that is not a proof, because they might be driven into the classical school by want of vacancies in the English department. Both schools are always full.

5827. (*Lord Taunton.*) In point of fact, in your opinion either of those branches forms a very good education for a lad intended to go into trade afterwards?—Yes. I am inclined to think that at the age of 16 certainly the classical school gives the better training.

5828. (*Lord Lyttelton.*) How late do they generally stay?—I am sorry to say that there has been and there is going on a steady decline in the average age of the boys who stay at the school. The majority leave at 15 years of age. The demand for youthful labour is very great in Birmingham; and with many parents the prospect of an immediate remuneration for the labour of their sons outweighs all educational considerations; and it appears to me that there is a danger of an almost entire extinction of higher education in such a town as Birmingham, unless some great change be made in the mode of educating boys.

5829. (*Lord Taunton.*) Have you reason to believe that any considerable number of the boys who leave you, and who are engaged in active occupations, do carry on their studies afterwards?—Very few do so.

5830. In the classical school is chemistry or any other science of that description taught at all?—During the last half year lectures have been given in natural science; about 40 boys are required to attend those lectures, and to write out copious notes. Their note books are examined, and they are examined every quarter in the subjects of those lectures. Chemistry or natural science does not yet form a regular lesson in this school, but I hope it will grow into that soon.

5831. Do you believe that this division of studies into two branches is advantageous, or that it would be better to have one uniform system, that both branches should be conducted in the same manner, and in fact be united?—I am sorry to say that I cannot give a very decided opinion on the subject. Till I went to Birmingham I was strongly in favour of a very marked distinction between the two, but I am now very doubtful indeed as to the expediency even of dropping Greek in the English school. I am not sure that we gain anything at all by having dropped it.

5832. Do you think it would be desirable for a boy intended for trade, and likely to leave you at an early age, to make Greek a compulsory study in all cases?—I am not prepared to say that; at the same time I am not clear as to the advantage of dropping it. I think one great advantage of retaining Greek would be this, that in case a boy had made a mistake in going into the English department, and showed, after all, some decided genius for classics, he could be drafted into the classical side, and go to the University without any very great detri-

Rev. C. Evans, M.A.

30th May 1865.

ment; he would not have the drawback of having to begin Greek at 14 or 15. I do not think that the instruction which a boy has received, say in English grammar, in the details of geography, and the additional arithmetic which he has got in lieu of the Greek lesson, are tantamount to the loss of this chance of distinguishing himself hereafter.

5833. Do you think that that chance which would probably apply to but a very few boys would be a justification of obliging them all to learn Greek?—I ought to have added that the necessity of mastering even the beginnings of the rudiments of Greek, and the power of application thus obtained, would, I believe, be a greater gain to the boy than the having loaded his memory with details of geography and history which he will forget in six months.

5834. Do you draw a wide distinction between Greek and Latin in point of its usefulness to boys generally?—Yes; I think Latin certainly is the more useful. If we had to confine ourselves to one dead language, I should prefer Latin, but Greek is now entering very widely into scientific nomenclature, and may be useful to many men in practical life.

5835. (*Lord Lyttelton.*) Your argument is, from the present state of things in this country, with regard to what the Universities require; but has it occurred to you that mastering the elements of Greek is of value for boys on account of the difficulty and the hard labour required for it; as a mental training?—Yes, I think that the discipline which the learning of Greek involves is of greater value to the boy than the acquisition of certain popular facts.

5836. (*Lord Taunton.*) Have you any exhibitions connected with your school?—Yes, there are 10 foundation exhibitions of 50*l.* a year for either University.

5837. Are they purely classical?—Entirely classical.

5838. Are they given by competition?—By competition, with a preference to the sons of inhabitants of the parish and manor of Birmingham.

5839. In what way is that preference applied?—If the son of an inhabitant of the parish or manor, in the opinion of the examiners, is fit to go to college, he can claim the exhibition over the head of a first-rate scholar, although a foundationer, and perhaps residing nearer the school, within the borough, but outside the parish.

5840. Do you think that a desirable distinction?—No. The exhibitions ought, I think, to be open on equal terms to all foundationers.

5841. Who are the examiners?—Four examiners from the Universities, three of them appointed by the governors, and one by the head master.

5842. Do you think it desirable that those exhibitions should be given for merit in classical knowledge alone, or do you think that a large range of examination would be desirable?—I think the present system which limits the exhibitions to classics is very injurious to the school. It is very desirable that there should be a mathematical element at any rate, in the examination for exhibitions; and I think it is also desirable to have a reserved power of giving a special mathematical exhibition occasionally.

5843. Do any number of your boys, except those who obtain exhibitions, go to the Universities?—There are two and three exhibitions alternately every year. On the average we have about four boys a year going to the Universities.

5844. (*Mr. Acland.*) How did it happen that mathematics were entirely excluded?—In the scheme sanctioned by the Court of Chancery, incorporated in the Act of 1831, the exhibitions were restricted to

classical learning. I do not know who recommended such limitation. It works very badly indeed for the school.

5845. (*Lord Taunton.*) Greek is probably one of the subjects of examination?—Greek and Latin.

5846. (*Mr. Acland.*) Have any steps ever been taken to alter that arrangement?—Attempts have been made for two years and a half to get some alteration made, but there is a very strong feeling in favour of the present system.

5847. Can you explain what that rests upon?—I cannot, unless it be from the fear that the due ascendancy of classics will be imperilled by allowing ever so small a fraction of the examination marks to mathematics. The present system works in this way,—the moment a boy enters into competition for the exhibitions, he is tempted to drop his mathematics. In fact we offer a premium of 50*l.* a year for the neglect of mathematics, so that the mathematical master has to drive the boys. We can, of course, enforce a certain amount of work in school, but all voluntary work is out of the question. It acts very detrimentally even on classics, for I am obliged, in consequence of this apathy on the part of the boys, to give more time to mathematical instruction in school than I otherwise should do.

5848. (*Lord Taunton.*) There are no other exhibitions given by private persons in Birmingham, are there?—We share exhibitions with the school of Haverfordwest under the Milward bequest of 50*l.* a year. One falls vacant about every three years.

5849. Is that for classics only?—It is so given. I think that legally it should be given for all the subjects of instruction in the school, but practically it is always assigned in the same way as the foundation exhibitions. There is a Lench exhibition of 15*l.* a year, for mathematics only, but it is confined to the University of Oxford.

5850. (*Lord Lyttelton.*) You said that you saw considerable danger of the higher range of education being altogether neglected hereafter, unless some great change could be introduced into the methods of teaching; could you go into any particulars on that point?—I have already alluded to the competitive admission to the school; I lay great stress upon that. If no change be made in the numbers of the school, I should propose that three-fourths of the present boys, at any rate, should be admitted by competition; while for the remaining one-fourth a higher standard of attainment should be enforced for admission. They are now obliged simply to read and write English. I should require more of them, and should graduate the standard according to age, and impose a limit to admission by nomination at 14. I mentioned just now that cases were not uncommon of boys of 14 and 15, I have had them at 16, coming to me scarcely able to write their own names. Within the last fortnight a boy of 14 was unable to tell me the capital of Scotland, of France, or of Spain; was unable to tell me the name of a single river in England, or the name of a single sovereign of England, except Charles I.; utterly ignorant of Latin. The son of wealthy and respectable parents, who had been, unconsciously, abusing this nomination system. I should propose that small scholarships tenable at school should be instituted as a counter-attraction to the five shillings or six shillings a week which merchants offer young boys at the present time, which is too great an inducement for many parents to resist. The immediate gain of the five shillings or the six shillings a week carries away our most promising boys at 15. I think if small scholarships of 10*l.* a year were tenable at school, they would serve to show parents that literature has its money value, and they would be induced to let their sons stay.

Rev. C. Evans, M.A.

30th May 1865.

5851. You would have a large number of those exhibitions?—Yes. I hope to try the experiment on a small scale next year. I have already received information from parents which leads me to think it will be a great success. The next change I should propose would be, night classes in connexion with the school, to enable the former members of the school to carry on their education.

5852. Have you nothing of that kind now?—Nothing. It would be a further improvement to increase the number of the school so as to ensure greater competition in the classical department. At present it consists of about 200 boys, but four-fifths of them are below 15 years of age. It is consequently difficult to fill up the gaps in the higher parts of the school with boys of proper attainments. With a school of 1,000 boys we should be able to get a better classical department. In brief, I propose,—1. Competitive admissions. 2. School scholarships. 3. Evening classes. 4. An increase of numbers.

5853. (*Dean of Chichester.*) Could not the funds of the school, which you say are likely to increase, be applied to the maintenance of professors to enable boys who leave school early to carry on their education afterwards?—Certainly, but I think these night classes might be made almost self-supporting. Boys would be very glad to pay a fee; it would not be necessary to wait for any great increase of the school funds to institute night classes.

5854. You want some large institution in all large towns of the character of the mechanics' institutions, which would answer the purpose of a college for the middle classes, where you might have first-rate professors, who are not always changing?—Yes.

5855. (*Mr. Acland.*) Do you think there is a reasonable probability of young men after the age of 16 carrying on earnest study?—I am sure we should get a large number of them, with a considerable *esprit de corps*. We should have an advantage which few institutions in the country possess of having educated these young men from the beginning. There would be no break in their education.

5856. Such an institution, if well conducted, would in your opinion, then, also react favourably on your school?—Certainly.

5857. Do you contemplate, in connexion with those suggestions, considerable receipts in the form of school fees?—Yes, at the same time I think the charity should do something.

5858. Is it not the fact that for so important a school your under masters are very insufficiently paid, and that they are also paid at fixed rates which are not progressive?—The salaries average 200*l.* a year, and are not progressive.

5859. Do you think that a desirable arrangement?—No; it is very desirable to hold out some encouragement.

5860. Would it not be desirable that several of your subordinate masters should be able to marry?—Certainly, and be allowed to take boarders. Living as they do, in the suburbs of Birmingham, they would have a chance of getting them.

5861. Where do the higher classes of Birmingham send their boys?—To the school. Some of them are beginning to feel the superior attractions of boarding schools in the country, but many send them to King Edward's school.

5862. My question was with reference to those who do not go to the expense of sending their boys away to boarding schools elsewhere?—There is a proprietary school, which educates about 100 boys.

5863. Have you sent in any boys for the local examinations?—Very few go now; there seems to be no desire at all to do so.

5864. Do you discourage their going in, or do you encourage it?—

I am perfectly neutral. I have had only one application since I have been at the school.

5865. I believe boys do go in from Dr. Badham's proprietary school?—Last year I think there were none.

5866. Could you give any reason why the interest in those examinations, which at one time was considerable in Birmingham, has fallen off?—I think when they were first started the people took them up as a novelty. Many boys went in from both departments of King Edward's school, but the practice was found to work badly in the classical department, and to interfere very much with the regular course of study for the Universities.

5867. Can you explain a little more fully what the nature of the mischief was?—It carried boys off from their regular Latin and Greek studies, and interfered with the system of the school.

5868. (*Dr. Temple.*) Do you mean the preliminary examinations?—May I ask what the preliminary subjects are?

5869. They are reading, writing, arithmetic, spelling, English grammar, including the analysis of sentences, English history, and geography?—A large number of our boys would, I hope, be able to pass in such subjects without much preparation.

5870. Can you say in the case you referred to in what way they were drawn away from the study of Latin and Greek?—I imagine that they were tempted to pay exclusive attention to some special subjects which did not form part, or only a subordinate part, of the school *curriculum*. There was also a feeling among the upper boys that no very great credit attached to passing the examination, and that a boy in the classical school had not gained anything by it.

5871. (*Lord Lyttelton.*) According to that it would appear to be adapted for a somewhat lower class?—A school which took pride in its achievements at the Universities could hardly be expected to be ambitious of distinctions in the local examinations.

5872. (*Dr. Storrar.*) Have you ever sent boys to the matriculation examination of the University of London?—They go occasionally, about once in three years.

5873. (*Mr. Acland.*) Is it your opinion that the want of success is solely due to the inconvenience to the school caused by the examinations?—It is not want of success, but it is want of numbers to go in; we do not send in any candidates. We do not send in candidates because the parents do not express any wish for their sons to enter the competition. They do not care about it, not seeing what practical good results from obtaining a certificate or an A.A. in those examinations. They find that a recommendation from the head master of King Edward's school is a more valuable passport into a merchant's office than the distinction of A.A.

5874. Does it not really come to this, that whereas these examinations have been found very useful in parts of the country where there is no recognized standard of education, the institution of King Edward's school, and the subordinate schools, does in fact furnish a standard of education?—Exactly.

5875. (*Dr. Temple.*) Do you ever allow boys to pass from the English school to the classical school, and *vice versâ*?—Yes, at the discretion of the head master.

5876. Do you find that in that way you are able to give boys an education adapted to special cases?—A boy might show a special aptitude for classics or the higher branches of mathematics, and by being drafted into the classical school he would have free play for

Rev. C. Evans, M.A.

30th May 1865.

such aptitude, but we do not attempt to give a special professional education.

5877. I mean "special" for the boy, not "special" for his profession? —We do do that.

5878. Do these transfers take place often?—Yes, about twelve a year.

5879. Do you find that it is a positive gain to a boy sometimes to give up the classics, to some degree, and take to natural science, or chemistry, or English, and sometimes *vice versâ*?—I know very few instances where the transfer from the classical to the English school has been attended with much advantage; on the other hand, I know several cases in which a transfer from the English to the classical school has been a great gain.

5880. Did you always entertain the notion that with the great majority of boys there was nothing to be gained by such a transfer?—No. When I was at Rugby I was very strongly of opinion that it would be a very great advantage for boys to drop a portion of their classics. I still adhere to that opinion. I was then dealing with boys of an advanced age—upwards of 16. I have very few such boys to deal with now. Most of the cases to which I refer consist of boys of 14 years of age; to them I think it is no gain at all to drop classics.

5881. Do you think it would be an advantage to your school in any way to increase the number of subjects studied in it, or have you gone as far in that direction as you think it would be at all wise to go?—I think if we widen the *curriculum* at all, we shall simply dilute what we now teach.

5882. And therefore it would be a loss instead of a gain?—Yes.

5883. You are quite satisfied, for instance, with teaching chemistry, and not going much beyond it in natural science?—I think one subject in natural science should always be kept going in the school.

5884. Then one you think is sufficient?—Yes; considering the early age at which boys leave us.

5885. (*Lord Lyttelton.*) That would apply to all the boys?—Yes, in the classical school as well as in the English school.

5886. Do you teach it throughout the school?—No, not in the very lowest part.

5887. (*Dr. Temple.*) As far as your experience goes, would you speak of your classical school, or of your English school, or of something between the two, as the kind of school that it would be wise to encourage the establishment of in country towns generally?—I think if you can ensure good reading, writing, and arithmetic, with the elements of English history and geography, the best staple of education you can give is the classics. I should not wish for an intermediate school.

5888. (*Dr. Storrar.*) Did I understand that the science subjects were more the peculiarity of the English school than of the classical school? —Yes, they give five or six hours a week in the English school to science. At the present moment we only give one hour a week of regular lesson to science in the classical school.

5889. Is that greater amount of science thus introduced into the English school suggested by the direct utility of science studies, or with a view to find any substitute for classics in the intellectual culture which science studies are capable of affording?—It was adopted rather as a tentative measure; we had had very little experience of the effects of scientific instruction as a training of the mind when science was first introduced into King Edward's school. The results have proved,

I think, that it is very valuable as a means of culture. It was adopted with the hope that it would prove an intellectual culture.

5890. Would you value the intellectual training derived from the science studies as ancillary to classical studies, or, as in certain cases, taking the place of them?—I think that after boys have reached a certain age, and have had a good classical training, so far as the grammar goes, that on their failing to show any aptitude for pursuing the higher branches of classics, the substitution of science for classics would be most valuable; but up to the age of 16 I should regard them rather as subordinate and ancillary to classical studies than as a substitute for them. I do not think that up to 16 boys could be worked on any one subject with greater advantage than on language.

5891. How is instruction in science communicated; is it by occasional masters, or by means of regular masters?—By regular masters. The head master in the English school is responsible for the scientific instruction.

5892. Take chemistry; is the instruction in that of a practical character?—Yes. Every boy has an apparatus of his own; he has the means of analyzing on the premises. Most of them have an apparatus at home, where they carry on their analysis as supplementary to the school work. There is a practical laboratory at the school.

5893. Am I to understand that it is more than the study of the mere facts of science; that it is also the study of principles and modes of reasoning involved in scientific study?—As far as regards chemistry it is.

5894. Have you any periodical examination of the whole of your school?—There are two examinations, one at Midsummer conducted by four examiners from the Universities, and another at Christmas, conducted by the masters.

5895. That is an examination of every boy, whether in the classical or the English school in New Street?—Of every boy in every branch of study.

5896. Have you formed any opinion as to the advisability of enforcing an inspection of endowed schools with a view to test the efficiency of the education given in them?—No, I have not.

5897. Have you any difficulty in getting good assistant masters?—No, none at all. The reputation of the school has attracted men of a *calibre* greater than you could have supposed would have been attracted by the amount of salary.

5898. Have you had your attention at all drawn to a proposition for the certification and registration of schoolmasters?—No.

5899. (*Rev. A. W. Thorold.*) At what age or at what period in their school life do you recommend the commencement of the study of physical science for boys?—It is difficult to lay down any precise age, but, looking at the requirements of my own school, I think they might very well begin at 13, taking the average attainments of boys.

5900. Would you be disposed to recommend it as much for boys entering a merchant's office as for those entering a learned profession?—Yes, as regards the general cultivation of the mind, but as regards the special wants of the merchant's office, science is likely to be of very little service at all in Birmingham; all that the merchants of Birmingham require is a good hand and a fair knowledge of arithmetic.

5901. Have you any experience of the extent to which boys keep up the study of science after they leave school?—I have a little experience of it; very few of them do carry it on afterwards.

5902. Can you say what is the impression which the boys themselves appear to have as to its usefulness for themselves, apart from their feeling it to be a kind of diversion from severer study?—I

Rev. C. Evans, M.A.

30th May 1865.

am sorry to say that there is a feeling very prevalent that no instruction is of much direct use beyond writing and the elements of arithmetic. Within the last three days I was met by one of the most promising pupils we ever had in the English school, who entered one of the first mercantile offices in Birmingham. He said to me that if he had been educated simply at the National school it appeared to him that he would have been just as useful a clerk to his master as he was with his good education. This boy could write a very good letter in German and French; an admirable English essay; he was a very good mathematician, and a fair chemist. It appeared to him that his education, so far as his prospects in life were concerned, was thrown away. No doubt he made a mistake; he does not look far enough; but they see just what is before them. That is the general view not only of the boys, but of their parents in Birmingham.

5903. (*Lord Lyttelton.*) Do you think the boy you mentioned had no sense of the advantage to himself of these attainments in the way of recreation, and for spending his leisure time?—Undoubtedly, he feels that keenly. I was speaking rather of its pecuniary value.

5904. (*Rev. A. W. Thorold.*) The point of my question was this: how far the boys themselves, while they are at school, feel the study of physical science to be of sufficient importance or interest to enter into it heartily, and not merely to look upon it as a kind of play, or something to be laughed at?—They look upon it very earnestly indeed. When you used the word important, I thought you meant pecuniary value. They attach quite as much importance to it as they do to any other branch of study; indeed greater importance in the English school.

5905. Is it your impression that the parents on the whole rather discourage the taking up of physical science in the school?—No, I do not think so. I think it is more attractive to them, perhaps, than any other subject of instruction, except writing and arithmetic; but for all that they do not see the pecuniary value of it, and they do not care much for it.

5906. Can you suggest any practical plan for informing the public mind as to what a really sound and practical education for their children is? You spoke of so much ignorance in parents as to what their children ought to be taught?—I mentioned just now the foundation of scholarships tenable at schools. I think that would come home at once to the minds of many thousands of people at Birmingham, if they saw that their boys learning had earned for them 10*l.* a year.

5907. (*Mr. Erle.*) You have no exhibitions tenable elsewhere than at the University?—No.

5908. Do you think it would be a great advantage to found exhibitions which should be assigned for general proficiency, and which should be tenable elsewhere at any place?—I think that if we could found our night classes, it would be very desirable to institute some pecuniary reward for the more advanced stage of study to which we might hope that our pupils would then attain; but, looking at the early age at which most of our boys leave us, I do not see how they can well deserve a valuable exhibition.

5909. An exhibition tenable, for instance, by a civil engineer, that might very well be used?—Yes; that would be most valuable.

5910. Would it not be an inducement to boys to remain at the school?—Certainly.

5911. And to extend their general proficiency?—Yes.

5912. The foundation of such exhibitions as that you think would

be very beneficial to the school?—Undoubtedly; just as they have been at the commercial school at Bedford.

5913. That would be well deserving the consideration of the governors of the school as their income increases?—Certainly.

5914. Or as they can acquire funds from capitation fees, or payments from the scholars generally?—Certainly.

5915. Do many boys belonging to families who are not previously resident in Birmingham come to the school?—Yes, a great many.

5916. Are they lodging with families in Birmingham?—No, they come with their parents.

5917. Invariably is that necessary?—It is necessary.

5918. The masters are not able to receive any very great number of boarders?—The head master may take 18; the second master may receive 12; but there are at the present moment only 10 boarders altogether.

5919. (*Lord Taunton.*) Have you any reason to believe that the girls' school is appreciated in Birmingham?—Very much so indeed. The education given at the elementary schools is very greatly valued.

5920. Do you believe that there is a great want of good education for girls in that rank of life?—Yes.

5921. Generally speaking the education of young women is very deficient in that class of society?—It is.

5922. Do you believe that if any scheme were adopted for the more general usefulness of the grammar schools of England, it would be very desirable not to exclude girls from the benefit of such a system?—It would be very desirable to include them, I think.

5923. There is a great want of good girls' schools?—I think so.

5924. Have you turned your attention at all to that which you are aware is one of the main objects of this Commission, the desirableness and possibility of remodelling and improving the system of endowments with regard to schools in this country?—I have.

5925. Will you have the kindness to give us any views you may entertain upon that subject?—It is probably well known that many of those small endowed schools are at the present time comparatively wasted. They are obliged to give an education which is not valued nor adapted to the wants of the surrounding population. An obvious remedy for this state of things would be to alter the *curriculum* of education, and force those endowed schools to give a sound English education, including a good knowledge of Latin. On the other hand, an objection might be made to this course, that it would shut the door of the Universities and of advancement in life against an embryo scholar, a possible Archbishop or Lord Chancellor, so that in legislating for the mass the exceptional cases would be disregarded. It has appeared to me that if educational districts were formed throughout England, with some great existing school as a centre, and if a common fund were formed for each district by a subscription from the endowed school proportioned to its endowment, and to the number of paying scholars in each school proportioned to the fees paid by the scholars, this fund might be applied to the sustentation of promising boys to be drafted from the small schools to great centre schools, such as Shrewsbury or Rugby, such boys to be selected by examination to be conducted by a district board, of which the head master of the central school should be chairman. It has appeared to me that in this way we should, on the one hand, provide for or improve the education for the masses, very often convert a small endowed grammar school into a great agricultural school, a boarding school for farmers, and yet not exclude, say, the poor clergyman's son, who might be a great classical scholar or mathemati-

Rev. C. Evans, M.A.

30th May 1865.

cian, from taking his chance at the Universities. Such a proposal, of course, is made in the hope that the authorities of the great schools would meet it halfway, and admit such boys (and I think they would be willing to admit them for the credit they would probably do the school), at a somewhat lower rate, waiving the school fees, say, and admitting them simply on payment for the board. One difficulty, of course, suggests itself, and that is with regard to exhibitions, in case those grammar schools have exhibitions at the Universities. It does not appear to me unfair for such exhibitions to be given to a boy who has been drafted from some other school, say to Rugby, after an interval of three or four years; or, as an alternative measure, that such exhibition should be devoted to the support of a promising boy at a great school where he would have all the advantage of a good training, and what is of more value, good competition. Another objection to the course I have mentioned is that, at these endowed schools thus remodelled, Greek would not be taught, and such boys when drafted to Rugby or Shrewsbury would find themselves ignorant of Greek, and would enter the great school at a disadvantage. It would very often be injurious to a boy to commence at the bottom of such a school as Rugby at 14 years of age. Much must be left to the discernment and good sense of the master of the endowed school to give a promising boy opportunities of learning Greek in his spare hours; and if the boy is young enough, he might be sent to a good classical preparatory school as an intermediate step before going to the central school. I have gone into considerable detail on this matter, and should be glad to lay it in writing before the Commission. (*See* Appendix.)

5926. Is there anything else which you wish to say?—Nothing, except that in case any member of the Commission has any question or obvious objection to raise to this scheme, I should be very glad to hear it.

5927. (*Mr. Erle.*) Do you propose to discontinue the endowed school in its present local position for instance?—No.

5928. We have had a witness here who made some suggestions of the same character, though not so complete; for instance, he mentioned the school at Oswestry, and he proposed that there should be a central school. I would ask you, would you, for instance, discontinue the school at Oswestry?—No.

5929. Would you reduce the character of its instruction?—That would depend, I should say, on what number of boys it had then receiving a classical education. If for every boy receiving a classical education it had 10 others receiving a commercial education, I should legislate rather for the mass, and alter the *curriculum* there. I think it far more advantageous for the chance scholar from Oswestry to go to Shrewsbury, where he would have competition, than to drag on at Oswestry.

5930. Would you retain the school in its present position?—Yes, but alter the subjects of instruction.

5931. (*Lord Taunton.*) In the case of very small endowments, insufficient to keep up any good school in your place, would you contemplate absorbing them in the general system?—No. I should hope that by altering the subjects of instruction this small school might become a thriving school. I should insist upon payment from all the scholars.

5932. Supposing a school in a village, with an endowment of 10*l.* or 12*l.* a year (which now is generally given, I believe, to the National schools, and thrown into the funds there, so relieving the ratepayers and taxpayers). Would you propose to leave that as it is, or would you merge that in the general fund for the promotion of middle-class education?—I would leave it as it is. My proposal was, that there

should only be a subscription *pro rata* to the endowment. I think you would find that it would not come to more than $2\frac{1}{2}$ per cent. on the endowment.

5933. You would not disturb the small endowments ?—Not at all.

5934. I think it was suggested that the small endowments might be turned into local exhibitions for the parish in which they were situated. You do not think that would be desirable ?—Certainly not, because mines might be discovered in the neighbourhood, the village might grow into a town 50 years hence, and we should be very glad of the nucleus of a great school.

5935. (*Lord Lyttelton.*) Have you any means of conjecturing what would be the feeling of the managers of these small endowed schools throughout the country as to this plan of taxing them ?—I can hardly imagine that there would be any great opposition when they saw a stagnant school converted into a thriving school; they would be very glad then to pay their small quota.

5936. Would there be any difficulty from the vested interests of some of the schoolmasters ?—I do not see how they would be affected. If their salary is to depend entirely on endowment, they possibly might grumble, but I am supposing the case of the popularising of the education, the attracting a large number of paying boys, and every master finding his salary increased.

5937. (*Mr. Erle.*) Have you considered what should be the management of these schools, so as to ensure an active and intelligent board of management ?—No, I have not thought of that.

Appendix.

(*See Question* 5925.)

Proposed Scheme for the Smaller Endowed Grammar Schools.

Whereas many of these endowments are, comparatively speaking, wasted in attempting to force a purely classical education on a reluctant population, it is proposed—

1. That the system of instruction be altered so as to give a sound training for practical life at an early age.

2. That the following subjects be taught :—
   - Reading, writing, and arithmetic.
   - Latin and English.
   - French (and German, if required).
   - Mathematics, *i.e.*, Euclid, algebra, plane trigonometry, logarithms, solution of triangles.
   - History and geography.
   - Physical science.
   - Drawing.

3. That for the due encouragement of such promising scholars as may by the above change find themselves deprived of the means of preparing for the universities, England and Wales be mapped out into educational districts to be hereafter defined.

4. That to each district be attached one or more great existing schools as centres.

5. That in each district an exhibition fund be formed by an annual subscription from the smaller endowed schools.

Rev. C. Evans, M.A.

30th May 1865.

6. That this subscription be proportioned to the amount of endowment and of fees derived from paying scholars.

7. That the exhibition fund be devoted to the maintenance at the central school of such promising scholars as may be selected from the smaller endowed schools.

8. That such selection be made after a competitive examination to be held by a district board of examiners.

9. That such examiners be appointed by the governing bodies of the contributing schools, and do not exceed five in number.

10. That after the selection of an exhibitioner it be competent for him to enjoy his exhibition at an intermediate preparatory school, in the event of it being undesirable for him to enter the central school at once.

11. That the exhibition be tenable during the stay of the holder at the preparatory or central school.

12. That existing exhibitions to the university from the smaller endowed schools be applicable as exhibitions to the central school.

13. That the educational districts be formed thus :—

—	Counties.	No. of Endowed Schools.	Central School.	Amount of Endowment according to Report of Charity Commissioners (A.D. 1819–1837).
				£
I.	Northumberland	9		
	Durham	10		
	Cumberland	27	86 Durham	4,390
	Westmoreland	40		
II.	Yorkshire	102	York, Leeds, Sedberg, Giggleswick	8,400
III.	Lancashire	79	Lancaster, Manchester	6,700
IV.	Lincoln	26		
	Nottingham	10		
	Derby	16	54 Uppingham, Repton	9,000
	Rutland	2		
V.	Cheshire	22		
	Stafford	22		
	Shropshire	13	75 Shrewsbury	6,800
	N. Wales	18		
VI.	Hereford	10		
	Worcester	15		
	Monmouth	4		
	Gloucester	15	54 Cheltenham	7,000 (?)
	S. Wales	10		
VII.	Warwick	13		
	Leicester	15	44 Rugby, Birmingham	7,200
	Northampton	16		
VIII.	Huntingdon	4		
	Cambridge	4		
	Norfolk	16		
	Suffolk	18	68 Bury, Ipswich, Haileybury	7,500
	Essex	16		
	Hertford	10		
IX.	Oxford	11		
	Berks	4		
	Bucks	5	29 Eton, Harrow	5,300
	Middlesex	9		

—	Counties.	No. of Endowed Schools.	Central School.	Amount of Endowment according to Report of Charity Commissioners (A.D. 1819-1837).
X.	Surrey - -	8	Tonbridge -	£
	Kent - -	18 (45)	Wellington -	3,000
	Sussex - -	8	Winchester -	
	Hants - -	11		
XI.	Dorset - -	9		
	Wilts - -	7	Clifton - -	
	Somerset - -	15 (55)	Marlborough -	4,400
	Devon - -	18	Sherborne -	
	Cornwall - -	6		

C. E.

WILLIAM FRANCIS RICHARDS, Esq., called in and examined.

5938. (*Lord Taunton.*) I believe you are the head master of the Commercial Travellers School ?—Yes.

5939. (*Lord Lyttelton.*) At Pinner ?—Yes.

5940. (*Lord Taunton.*) How long have you held that situation ?—Eight years.

5941. How long has it been established ?—Since 1847.

5942. I believe you have been head master of the National Society's Central School at Westminster ?—Yes.

5943. (*Lord Lyttelton.*) Until it was broken up ?—Yes, after I left it was virtually broken up. It was kept open until the parishes of St. Margaret's and St. John's made arrangements for providing for their children. The school had been closed for the purpose for which it was originally established for some time. It was established as a practising school for masters in training.

5944. (*Lord Taunton.*) You hold a first-class certificate from the Government, I believe ?—Yes. Examined, Christmas 1856. Placed in 1st class, section B., teachers under 35 years of age.

5945. What is the constitution of the school with which you are now connected ?—It is a school intended for the orphans and necessitous children of commercial travellers. It is entirely confined to that class.

5946. It is not merely confined to orphans ?—No ; perhaps about one-tenth of the children are the children of fathers who are incapacitated from following their occupation by affliction of some kind or other.

5947. What is the total number of pupils at the school ?—We have 172 at present; 106 boys and 66 girls.

5948. How are the children admitted into the school ?—By election ; they are elected by the subscribers. There are two days in the year on which candidates for admission are presented to the subscribers, and they are voted for ; those who get the greatest number of votes are admitted.

5949. (*Lord Lyttelton.*) It is a charity school, in fact ?—Yes.

5950. (*Lord Taunton.*) Is the education gratuitous ?—Quite gratuitous ; the children are fed, clothed, and educated free.

5951. (*Lord Lyttelton.*) The whole number are fed and boarded ?—Yes.

5952. (*Lord Taunton.*) Is it what is termed a proprietary school, or is it endowed in any manner ?—The income of the school exceeds the

W. F. Richards, Esq.

30th May 1865.

expenditure, and therefore during the time it has been established the funds have accumulated. At present I think the trustees hold about 20,000*l.* If they are as successful for the future as they are now, it may be supposed that in the course of years it would really be an endowed school.

5953. You have a reserve of 20,000*l.*?—Yes, at present it is about that.

5954. (*Lord Lyttelton.*) That is invested?—Yes.

5955. (*Lord Taunton.*) How are the funds derived?—By subscriptions, legacies, donations, and so on of the subscribers. Perhaps half are commercial travellers, the other half are the employers of commercial travellers, or persons interested in them.

5956. What is the amount of the annual income?—I think the income of last year exceeded 7,000*l.*

5957. (*Lord Lyttelton.*) Is the land freehold?—Entirely so.

5958. How much land is there?—About 30 acres of land and a building.

5959. Who does it belong to?—It is vested in trustees, three trustees, who are appointed from time to time.

5960. Under an ordinary trust deed?—Yes.

5961. It is not incorporated?—No.

5962. (*Lord Taunton.*) Is it the system that the subscribers have nominations in turn?—The subscribers are allowed to nominate at any time, and there are always a certain number of candidates. As it belongs to a class, of course the number of candidates is limited.

5963. Do you mean that the boy who has the greatest number of votes is named?—Yes.

5964. They are not individual nominations?—No.

5965. (*Rev. A. W. Thorold.*) When you said "nominated," did you mean voted?—A child has to be first nominated; some governor or subscriber must nominate the child before it can be placed before the general body of subscribers.

5966. (*Lord Taunton.*) What is the age of the child?—The lowest age is seven. They are admitted from seven to 12. No child is admitted after 12.

5967. How late do they stay at your school?—Till the first Midsummer or Christmas after they reach the age of 15, so that from 15 to 15½ may be considered the age at which they leave.

5968. What is the kind of study pursued at your school?—It is chiefly what is called in these days a commercial education.

5969. What does that comprise?—A little Latin, a good knowledge of the French language, arithmetic of all kinds, commercial arithmetic and mental arithmetic, algebra to a limited extent, Euclid (the boys have generally gone through two or three books of Euclid before they leave), geography, physical geography and commercial geography, grammar, analysis; in fact the subjects that are usually taught in middle-class schools.

5970. Any physical science?—Not to any extent.

5971. I suppose those boys are generally intended for commercial and industrial pursuits?—They are; they generally get into houses of the same class as those that their fathers were in. I find that an employer who has lost a commercial traveller is frequently willing to take the child when it is old enough; and otherwise it is almost sure to find its way into a house of the same kind.

5972. (*Lord Lyttelton.*) Is the commercial travellers' class a distinct class, or do they pass in and out of it from other occupations?—In order to define what a commercial traveller is, in the case of our

schools it is necessary that any child nominated should be generally of a person who has travelled for a certain number of years, not less than six months in the year, otherwise a person might be called a commercial traveller without really being one.

5973. They are a distinct class ?—Yes, it is very distinct.

5974. (*Lord Taunton.*) Do you teach book-keeping ?—Yes.

5975. Do you think that a necessary part of the education of a boy of that class ?—I think it is an unimportant subject, because when a boy leaves a school, like ours, and gets into a house of business, he is sure to learn book-keeping there. If he has acquired a sufficient knowledge of arithmetic and is able to write sufficiently well, to cast accounts, and so on, he is sure to be put into such a department of the counting-house that he would gain by degrees the art of book-keeping.

5976. Do you attach great importance to spelling ?—Yes.

5977. It is not a very easy thing to learn, is it ?—I think the old-fashioned way of teaching spelling is the best, by columns of spelling and by constant repetition mixed with dictation, and other exercises of a similar kind. We find no difficulty generally.

5978. I think you said three trustees manage the school ?—Three trustees hold the school as it were, it is their property ; but the school is managed by a board consisting of 36 members elected by the subscribers, and the 36 members of the board select from their own body about 12, who are called a "general purposes" committee ; so that the management of the school is practically in the hands of this committee.

5979. Do they appoint the master ?—Yes.

5980. Do they interfere with the master and with his management of the studies, or do they leave him pretty much to himself ?—They have never interfered with me at all ; of course they take to themselves the power of doing so.

5981. (*Lord Lyttelton.*) How often do they meet ?—Once a fortnight.

5982. What do they do when they meet ?—They receive reports and accounts from myself and from the secretary ; there is a secretary who has offices in London. Of course a great part of the machinery of the office is the getting together of the money. It is necessary to have an office, as long as the school is supported in any degree by subscriptions or donations. There is an office where circulars are sent out, and all the various arrangements for getting money and electing children.

5983. Is the greater part of the business the management of the finances ?—Yes ; of course they have a right to interfere with my duties, or at least to prescribe my duties.

5984. (*Lord Taunton.*) Did they appoint you ?—Yes.

5985. (*Lord Lyttelton.*) They have a general power of interference if they think proper ?—I presume they have.

5986. Did they originally lay down the course of instruction for the school ?—No, I found a very different scheme of instruction existing when I went there. I was not in any way interfered with in altering it.

5987. Did you get their approval for altering it ?—I reported it to them, and it had their approval.

5988. (*Lord Taunton.*) Would they have the power of dismissing the head master ?—Yes.

5989. Who appoints the under masters ?—The board of management also ; but they would take the person nominated by myself.

5990. Practically you find no inconvenience ?—None whatever.

5991. (*Dr. Temple.*) I understand that they always take your appointment ?—They always have done so.

5992. (*Lord Taunton.*) Do you consider Latin an essential part of

W.F.Richards, Esq.

30th May 1865.

the education of boys in these circumstances ?—Not perhaps essential; we make French a much stronger subject than Latin in our school.

5993. Is Latin compulsory on all the boys, or optional ? — It is compulsory.

5994. Do you teach Greek at all ?—Not at all.

5995. I think you said that you attach importance to the French language ; is that on account of its usefulness as a language, or on account of its usefulness as a means of mental discipline ?—I consider it useful as a mental discipline, and also extremely useful to the boys after they leave.

5996. (*Lord Lyttelton.*) Particularly useful to boys in that occupation ?—Yes.

5997. (*Lord Taunton.*) Do they leave pretty good French scholars ? —They do. As a proof, I may mention that I sent three boys to the last Cambridge local examination ; when of all the candidates there were only ten distinguished in French, and two of them were boys from my school.

5998. (*Rev. A. W. Thorold.*) Is French taught by a French master ? —No, I have tried a French master ; I have a very excellent English master ; he is an excellent teacher of French.

5999. (*Lord Lyttelton.*) Do you ever teach them French in a technical way ; I mean with regard to the language of trade, so as to be able to converse with a French tradesman ?—No ; our elder boys converse a little in French, but it is generally a grammatical knowledge.

6000. (*Lord Taunton.*) Do English travellers go much abroad ?— I think they do, especially in some trades. I think the class of persons employed in that way are generally called buyers ; I do not think they exactly belong to the class of commercial travellers.

6001. (*Lord Lyttelton.*) Does that class come to you ?—I think not.

6002. (*Lord Taunton.*) Are there exhibitions or anything of that nature attached to your school ?—We have nothing at present of that kind, such things are perhaps in contemplation ; I have heard it mentioned by members of our board. We have prizes, and one or two endowments of that kind ; Mr. George Moore, a gentleman well known in the city, happens to be treasurer of the school ; he has established annual prizes of about 10*l.* ; there is a medal also given.

6003. You have a girls' school as well as a boys' school ?—Yes.

6004. Of course of the same class ?—Precisely.

6005. What are the subjects of instruction in the girls' school?—The schools are taught the usual English subjects, with French, but no other accomplishments ; there are none of what are called accomplishments in a ladies' school, no music or drawing.

6006. You teach them sewing, probably ?—Yes.

6007. Do you give them a good education for their rank in life ?— Quite so ; it is generally considered to be a very useful education for girls of that class.

6008. Do you believe that schools of this description are quite as necessary for girls as for boys ?—They are of course, because girls left as orphans would be likely to be unprovided for, although not to the same extent as boys. We have generally nearly double as many boys as girls, and I conclude that is because parents make a struggle to keep girls at home more than boys.

6009. Do you believe the difficulty of procuring a good education for a girl at a very small cost is quite as great as the difficulty for a boy in that rank of society ?—I should think greater, speaking of schools of the class of ours. I think it is very difficult to get a really good

education in a middle-class school at a moderate price at the present time.

6010. The schools that do exist are often very inefficient, are they not?—I think so; they are frequently taught by persons who have been obliged to do something from force of circumstances.

6011. And who have not much aptitude for tuition?—Without much previous training.

6012. Have you any difficulty in getting proper assistant masters?—I have not.

6013–17. (*Lord Lyttelton.*) How many have you?—Three besides myself. Our governors are liberal people, and I think if you pay liberally you generally succeed in getting the right sort of person.

6018. (*Lord Taunton.*) How do you manage with regard to religious instruction?—Under the constitution of the school there are two catechisms to be learnt; the parents or guardians of the children are allowed to choose on admission between two catechisms, the Westminster Catechism as it is called, and the Church Catechism.

6019. (*Lord Lyttelton.*) Have you any English parents who choose the Westminster Catechism?—I find that dissenters often choose it, perhaps without knowing really what it means; they think it perhaps something different from the Church, and therefore suitable for dissenters.

6020. (*Lord Taunton.*) A boy must learn one of those two catechisms?—Yes. The Westminster Catechism is a very excellent catechism in itself; there is very little to object to in it, and I find that one of my assistants willingly undertakes to teach the boys that catechism.

6021. (*Dr. Storrar.*) Which do the boys prefer?—The boys prefer the Church Catechism because it is much shorter and easier.

6022. (*Lord Lyttelton.*) What do they do on Sundays?—On Sundays they attend the parish church at Pinner, about two miles off; we have a place there, the school has had an aisle built for its own use.

6023. Do all the boys go to that Church?—All the boys, and all the girls.

6024. (*Lord Taunton.*) Is it obligatory?—Yes, that is one of the fundamental rules of the institution.

6025. (*Lord Lyttelton.*) And to that you never have any objections?—No.

6026. (*Lord Taunton.*) Have you any Roman Catholic boys?—No.

6027. (*Dr. Storrar.*) Have you ever had any Unitarian boys?—I do not think we have; we have no opportunity of knowing generally what their friends are.

6028. They never come as professed Unitarians?—No.

6029. How much money was expended on the fabric of the school?—About 30,000*l.*

6030. I need not ask whether that is all paid off?—It is.

6031. (*Rev. A. W. Thorold.*) How was that raised?—It was raised by a special effort, by subscription. Additional force was employed.

6032. (*Dr. Storrar.*) Is there much competition for admission to the school?—Being confined to a class, the numbers are limited. I find that we have generally about double the number of applicants that we can admit on each occasion.

6033. Does the limitation arise from an insufficiency of funds?—The number of candidates to be admitted on each occasion is decided by the board of management.

6034. You prefer a competition, in order to enhance the advantages of the school?—Yes, they ultimately get admitted, because those who fail

W. F. Richards, Esq.

30th May 1865.

on the one occasion, have their votes carried on to the next occasion. I believe there has never been an instance in which an applicant did not ultimately obtain admission.

6035. (*Rev. A. W. Thorold.*) I suppose the building is full?—Quite full at present.

6036. Therefore admission is limited by the size of the building?—Yes. I have no doubt that they would add to the building if necessary.

6037. (*Lord Lyttelton.*) The object of this is to limit it to those who are really necessitous?—Yes. In the case of those children whose fathers are alive, they are quite incapacitated from following their occupation.

6038. (*Dr. Storrar.*) So that in a large sense, all may be considered as necessitous as if they were orphans?—Yes.

6039. (*Mr. Erle.*) How long do they remain in this school?—Up to 15 and 15½.

6040. Into what occupations in life do they go?—They generally go into corresponding situations to their fathers. As to the girls, there is some difficulty in ascertaining that point; it is very difficult to place girls out. We are under no obligation to place them out, although practically, we do so in the case of boys. With regard to the girls, they generally pass on to their friends, and it is rarely we hear much more about them.

6041. (*Lord Lyttelton.*) You do place boys out?—Yes.

6042. How do you do that?—I have constantly a number of applications, I have often applications six months in advance; for instance, all the boys who leave next Midsummer are provided for.

6043. Are they in the same line as their fathers?—Frequently so. I have an application now for next Christmas by a person who has had boys from me, and who wished to wait till Christmas rather than not have another.

6044. To a great extent, the commercial travellers' class is an hereditary class?—Yes.

6045. But you also send them into clerkships?—Yes, we have several in banks; two or three in the London and Westminster and other banks.

6046. Do you think many of those rise in life? Do they enter a higher line of life than their fathers?—I think they are likely to do so; I think it is very likely they will do so. I know several who are already holding very good positions.

6047. That is perhaps in consequence of the education they have received?—Perhaps so.

6048. (*Rev. A. W. Thorold.*) Can you say what the actual expense of each child is?—I should think about 35*l.* a year. That does not include any rent for the building.

6049. How much of that should you say covers the board, apart from the staff of teachers?—First of all, it would be desirable to deduct a sum for office expenses. Of course the machinery for raising the money is considerable, say 6*l.* or 8*l.* a year on each child, although I cannot speak very exactly. If I had thought I should have been asked the question, I should have been prepared with it exactly.

6050. Should you say, on a rough estimate, that the board of the children generally costs somewhere about 20*l.* a year, or a little more?—With clothing, a little less, I should think.

6051. What food do you give them for that?—We give them the very best plain food. I have been in boarding schools; I was in one school at Woolwich, where the terms were very high, 120 guineas

a year, and the living in our school is quite equal to the living there. They have meat every day.

6052. Would you give us the particulars of the breakfast, dinner, and tea ?—For breakfast, about half milk and half water, a cup full or more if they wish to have it, with as much bread and butter as they please. They have the best we can get.

6053. At what hour ?—Eight o'clock. At dinner, which is at one o'clock, they have on Sundays roast beef and plum pudding and potatoes, but no beer ; beer is only given to those children who are ordered to have it by the medical officer. On Mondays, there are roast legs of mutton, vegetables, and bread, and so on during the week.

6054. Any pudding ?—On the days on which they have cold meat they have pudding. On Tuesdays they have plain pudding. In the summer they have rhubarb jam, or gooseberry puddings, or something of that kind, sweetened with sugar, and the cold roast beef, or cold roast mutton left from the previous days.

6055. At what time do they have tea ?—At six ; the tea is similar to the breakfast.

6056. Have they anything afterwards, before they go to bed ?—No, unless ordered by the medical officer.

6057. (*Lord Lyttelton.*) Do you find they grow up strong without having any beer ?—We do ; I daresay there are 25 children in the institution, who are always having beer. We give them the best stout, Truman and Hanbury's stout ; they are delicate children.

6058. (*Rev. A. W. Thorold.*) Is there a play-ground attached to the school ?—Yes, there are excellent grounds.

6059. Do the boys and girls ever meet ?—At prayers and meals only.

6060. Not at other times ?—No.

6061. You are acquainted with the national school system and what are called mixed schools ?—Quite well.

6062. Have you considered whether that system could be carried out, with certain restrictions, in what are called middle-class schools ?—I do not think it could.

6063. Why not ?—I think it is not desirable to allow the boys and girls to mix together. Even in our own schools, where great care and trouble is taken to keep them as distinct as possible, there is a tendency to advance towards each other.

6064. Do you think that the difference of sex makes it more objectionable in the classes of which you are speaking than in the class of peasants generally ?—I think in the class to which our children belong, the subjects of instruction cannot be sufficiently assimilated ; more especially I think it is undesirable that they should be mixed together.

6065. (*Dr. Storrar.*) Your children are also of a more advanced age than the children of the national schools ?—Yes, a girl of $15\frac{1}{2}$ is frequently quite a woman, and even before that.

6066. (*Lord Lyttelton.*) Do they leave at 15 ?—Yes, or $15\frac{1}{2}$.

6067. Are they obliged to leave then ?—They are. I think a girl at $15\frac{1}{2}$ is more precocious than boys at that age.

6068. Do the girls ever go out to be governesses ?—I have known some of them do so.

6069. Is it necessary for them to have any subsequent training after leaving you ?—Frequently they have had that. They have gone out as articled pupils.

6070. (*A Commissioner.*) Are they taught the pianoforte in your school ?—We have no regular instruction, but we have two pianos in the school for the girls to use.

6071. How can they play if they are not taught ?—Many of them

W. F. Richards, Esq.

30th May 1865.

are admitted with some knowledge of the instrument, and there is a sort of traditional knowledge.

6072. Which they pick up themselves?—Yes. The boys are regularly instructed in music. We have a band-master and a very excellent brass band.

6073. Do the boys play at cricket?—Yes. I have found it desirable to introduce all sorts of amusements of that kind. The boys are very mechanical. They make models of all sorts. In fact, I think the discipline of the school depends very much on the encouragement of matters of that kind.

6074. Is there any place where they can bathe or be taught to swim?—No, we have no river. I think it is desirable in schools to encourage, to a greater extent than I have found in most schools, mechanical operations and amusements of various kinds. I think a band in a school is a very good thing.

6075. (*Mr. Acland.*) Will you explain what you mean by mechanical operations?—I do not mean that instruction is given in mechanical operations, but the children are encouraged to construct models. No doubt it might be desirable to introduce the other if funds would allow it. I have thought of a printing press and other objects of amusement.

6076. (*Lord Lyttelton.*) The general system is much the same as in the central schools of the National Society?—It is a higher system of instruction.

6077. Then it is above the ordinary elementary education of the country?—Yes. It is quite equal to what is given in boarding or commercial schools for the middle classes.

6078. (*Mr. Erle.*) You spoke of a little Latin. How far do you carry them in that?—We have carried them sufficiently far to pass the Oxford and Cambridge local examination. We are reading now for the next Cambridge examination, the fourth book of Cæsar, and after that we shall take the other author, I think it is a book of Virgil, which is prescribed. We have generally made those examinations our guide, and we send boys to them.

6079. (*Lord Lyttelton.*) Are the boys themselves fond of the Latin work?—I do not think they are. Perhaps they have not got enough of it to make them like it.

6080. (*Dr. Temple.*) You have not a very strong opinion in favour of the teaching of Latin in such a school?—Not to the limited extent to which we teach it.

6081. (*Lord Lyttelton.*) Do you think they learn the principles of language and grammar from it?—I think so, decidedly.

6082. (*Dr. Temple.*) Easier in that way than if you were to give it up for French itself?—Quite so. Latin is very useful in the acquisition of French.

6083. (*Lord Lyttelton.*) Did you ever hear any observations from parents about their learning Latin?—Never.

6084. Do the parents come to see their children there?—Yes; the mothers do.

6085. What do the parents, as far as you see them, appear to value the most?—I have very rarely heard them express any opinion upon it. They are very generally mothers, and mothers perhaps are not able to judge much as to the relative value of special subjects of instruction.

6086. In fact you take such an entire charge of them that they are quite given up to you?—Yes. They are generally very well provided for afterwards, and the parents are very grateful for it.

6087. What holidays have you?—The children are only allowed to

leave the institution once a year. We have a holiday of five weeks in the summer.

6088. They stay all through Christmas?—Yes; but we leave off school at that time, and the masters take their holidays by turns.

6089. (*Dr. Storrar.*) Is the education so good, and the character of the boys so matured at 15½, that you are able to get them situations which would enable them to maintain themselves?—No; very rarely. They are generally dependent upon their friends for clothes for perhaps two or three years; very rarely for anything beyond clothes. We find that the houses that take them generally remit the premium, that is to say, they take them, and board them, and lodge them, and teach them the business whatever it is, leaving their friends to supply them with clothes.

6090–1. (*Lord Lyttelton.*) Do you find that their health is improved while with you?—Yes.

6092. (*Dr. Storrar.*) What will a boy be worth, after he leaves you, to his employer? How much would his employer give him?—He would not give him anything in the shape of salary perhaps for two or three years. Take an example. We were speaking of Mr. Moore, who is in a large way of business in the city. If a boy goes there it is generally with a premium; but sometimes the firm will take a boy of ours and not wish for a premium. Then, perhaps for three years he is working for the firm, and getting no return except board and lodging, or something equivalent to it, but he is at the same time learning a business.

6093. So that he will get at once board and lodging, but he will require to have his clothes provided from some other source, and at the end of three years probably he may become self-supporting?—Yes. He is almost sure to be self-supporting at the end of three years.

6094. (*Lord Lyttelton.*) How far do you go in Euclid?—About three books.

6095. Do the boys take to that well?—Tolerably well. We make it as pleasant to them as we can by class instruction and the black board, and that sort of thing. It used to be much drier when I was a boy at school than now.

6096. Do you consider it of great importance as an engine for strengthening their faculties?—I think it is.

6097. To the extent to which you carry Latin and Euclid which do you think has the most effect on the general discipline of the mind?—I think one ought to include other branches with Euclid, mathematical branches generally. I should be inclined to think that they are more useful to a boy than Latin.

6098. How far do you go in algebra?—To quadratic equations, and our elder boys understand the use of logarithms and can work with them very well.

6099. (*Dr. Storrar.*) Do you think you discover among these boys a natural aptitude for calculation?—Frequently. They differ very much.

6100. As if to suggest that they had inherited it in some measure?—Yes; it seems a natural endowment in many cases that one boy is very quick at figures.

6101. Taking the opposite view, perhaps they may not be so apt at classical studies?—Just so. I had a remarkable instance of that. One boy was very clever at languages and very slow at arithmetic. Frequently it is otherwise. I consider that schools like ours give such a limited quantity of classics (I do not want to undervalue it at all) but the time one can devote to it is very little; when a boy has to leave at 15 and he is expected to be very quick at accounts and be generally intelligent,

W.F.Richards, Esq.

30th May 1865.

to be able to read, write, and spell well, it is necessary to devote a great deal of time to subjects of that kind.

6102. Are they generally apt at acquiring the habit of writing?—They are as a rule. We have a great deal of reproductions of lessons on paper, and that I consider to be a means of giving boys facility in composition.

6103. I forget whether you said that you taught drawing or not?—Map-drawing. We have no drawing master, no regular instruction in drawing.

6104. You teach music?—Yes.

6105. Is it vocal music?—Both vocal and instrumental. We have a band instructed by a very competent master; in fact, one of the principal men in the Horse Guards' band is the master of it. I look upon that as useful as a moral discipline. It gives a tone to the school.

6106. (*Mr. Erle.*) When a boy leaves at 15, and has received this necessarily confined instruction in language and mathematical discipline of different kinds, under which head of instruction has he received the most beneficial training, do you think?—They have been so mixed together in our case that it is very difficult to say.

6107. (*Lord Lyttelton.*) Have you any particular relation with the minister of the parish? Do you arrange for his coming there?—He has no official duty to perform connected with the institution, but we receive his visits. He calls occasionally. I am on friendly terms with him. When we have candidates for confirmation he has always prepared them.

6108. Are many of the boys confirmed?—At the last confirmation we had nine.

6109. Do they go to church twice?—It is a long way to take them to church more than once a day. The same children cannot generally go so far. I take the opportunity on Sundays to teach them the catechism. We have a class for the catechism before they go to the church in the morning; and in the evening I generally give them a lecture myself.

6110. Are they at liberty on a Sunday? Are they allowed to walk about?—Not to leave the premises, but they are allowed to walk about. There is no very long interval. My Sunday is arranged in this way. We have prayers at a quarter to eight, which is the usual time on other days. Then we have breakfast, and the children are allowed to walk about in the grounds, which are extensive. At a quarter past nine we have the catechism class I before spoke of, and at a quarter past ten we have to leave for church. They get home from church about one o'clock. It is two o'clock by the time they have dined. Then we allow them to walk about until three o'clock. At three we allow them to read Sunday books. We have an excellent library connected with the institution, and the Sunday magazines.

6111. Is the library given by subscription?—No. It has been furnished from the funds of the institution from time to time, and by donations of books from friends. At three o'clock we let them sit down for an hour and read those books. They get another walk after that. Then there is tea at six o'clock; and in the evening I assemble the children before me, and lecture to them, or take some portion of Scripture and expound to them, and have a sort of conversational lecture.

6112. Have you any religious teaching on the week days?—We have half an hour every day devoted to Scriptural instruction.

6113. Do they often come to you from other schools?—They have

generally been at other schools. I find them deficient when they arrive; but they are very young children, from seven to 10 or so.

6114. Do both girls and boys come to you very ill prepared?—Yes, about equally so.

6115. Do they ever come to you ill prepared from home without going to any school?—Occasionally. I keep a record of their attainments on admission, and some particulars respecting them, how long they have been at the school, and how they have been instructed.

6116. You have no standard of attainments required for admission?—None whatever.

6117. You would take them in a state of total ignorance?—Yes, if necessary. We have occasionally had to do so.

6118. Do the girls leave you at the same age of 15½?—Yes.

6119. Do they get into any occupations so early as that?—Sometimes they become nursery governesses, and others get into warehouses. There are a great number of females employed in warehouses at the present day.

6120. In what way?—There are generally millinery and dressmaking and trimming departments attached to some warehouses.

6121. You give no technical instruction in anything; it is a general education?—A general education.

6122. There is no trade instruction?—No. They are not taught anything of that kind.

6123. Have you any particular system of discipline?—As a rule, I find that the more boys are employed, and the more you can put in their way employment out of school, the better for them. Of course, during school-time one has little difficulty in occupying their time. I find no difficulty in maintaining discipline then, nor do my assistants under my direction. But out of school we have a great many matters to engage them in. The band occupies some; others are engaged in making little models for themselves; others, who are studious, will read out of school; and then there is cricket at this time, and the usual games.

6124. At their games, are they under any supervision of the masters?—One master is always supposed to be on duty, as it is called; but I discourage as much as possible making him a kind of policeman over them. I like to train them to behave well without that.

6125. They do not believe that every word they say is heard?—Not in the least. An important point in our discipline is this, which I introduced myself. Their conduct every day is analysed. I have different heads of conduct; attention, that means attention to their studies; punctuality, cleanliness, and order. Any boy who has not offended against any of those matters during the day is supposed to have got a mark for each. Under any particular head in which there has been a breach of this discipline, a mark is taken away; a bad mark is given instead of a good one. At the end of the year the marks are summed up, and the children have prizes according to their conduct in those particulars. Then boys above the age of 14 who have not lost a mark for a month, I allow to go out on the half-holidays without a master, and I find that they consider that a great privilege. It is a great engine of discipline. I find that the older boys are very sorry to break any of our rules from the fear of losing the privilege of going out.

6126. Have the elder boys any power of discipline over the younger boys?—Yes. We have officers among the older boys. All the younger boys nearly are under the charge of elder boys. They have to see after

W.F.Richards, Esq.

30th May 1865.

them, keep their clothes nicely together, and their books in order, and many little things of that kind.

6127. Have you any corporal punishment?—Yes, but very little.

6128. Do you reserve that for yourself to administer?—Entirely.

6129. Has the managing committee any system of inspection of the school, as to seeing what its sanitary state is, and so on?—Two persons are appointed out of their number monthly, who are called visitors, and it is their duty to come and inspect the place.

6130. How often?—They come generally about once a fortnight, sometimes oftener, and go round the premises. I have generally something to introduce to their notice. They look at those matters very carefully. The place is very conscientiously managed in that respect.

6131. You have a matron in charge?—Yes, in charge of the linen, the cooking departments, and all domestic arrangements.

6132. What are your dormitory arrangements?—We have a number of dormitories; most of them hold from 18 to 20 children.

6133. What is the smallest number in any one room?—I think as few as four. There are a few small rooms, from the general arrangement of the building.

6134. Have you any single rooms?—No. Each child has a separate bed.

6135. Have you any examinations from outside?—Yes. We have a written examination every year at Midsummer.

6136. Who conducts that examination?—It has been conducted by various persons. This year I think the Principal of the Borough Road Institution will conduct it.

6137. The Governors appoint examiners from time to time?—They have asked this gentleman to examine. There is no payment attached to the office, so there is no regular examiner like there is in some schools.

6138. (*Dr. Storrar.*) In the event of sickness, have you the means of separation?—We have an infirmary. It is in the same block of buildings, but as far removed as possible, quite at the top of the wings. Our managers have now in contemplation to put up separate infirmaries entirely detached from the institution.

6139. Have you ever had any severe experience arising from an epidemic in the school?—We had scarlatina on one occasion, and it was necessary to send all the children to their friends.

6140. So that this separate infirmary would meet that case?—It would to some extent.

6141. (*Lord Taunton.*) I think you said you had some experience before you were connected with this school, of boarding schools generally?—Yes; I commenced life in that way, as an assistant in a boarding school. I was first articled to a boarding school in the north of Devon, a very retired part.

6142. Probably you have seen and had some opportunity of making yourself acquainted in some degree with the system of boarding schools where boys of the same class that you have now to deal with are educated?—Yes.

6143. What is your opinion generally of the kind of education given in those schools?—I think it is very imperfect in many of them, but there are some good schools. I have known of many good schools, and I have known of some very inferior schools indeed.

6144. Do you think that the defects mainly turn on questions of discipline and moral training, or are they defects of positive instruction?—On all those points, I think.

6145. A low tone in point of moral training, and a deficiency in intellectual instruction?—Yes, I was assistant at one time to a schoolmaster who made a considerable fortune. He could not spell well. I frequently corrected his spelling myself. That was quite one of the old school. I should be very sorry to put him forward as a type of schoolmasters in general.

6146. (*Lord Lyttelton.*) Do the boys often come to you ill prepared in spelling?—They frequently come to me not able to read; but they are young children.

6147. (*Lord Taunton.*) Do you believe that there is of late great improvement in all classes of schools?—I should think so, decidedly. I should think that the calling of attention to the subject itself would create a better system.

6148. Do you think that an improvement has taken place principally in the schools to which the upper division of the middle-class have access, or that it equally extends to schools where the sons of the poor mechanic or small farmer can go?—I should think there has been a corresponding improvement throughout, as far as my observation has gone.

6149. Have you at all considered whether, as has been suggested here by some witnesses, any system of certificates for schoolmasters either optional or compulsory would be a desirable thing?—I think it would be, decidedly.

6150. Compulsory or optional?—Optional, I should say, decidedly. I should say that a man who had a certificate would have a very great advantage over a man who had not.

6151. Are you able to say what is the nature of the body from which you think such a certificate should emanate?—An attempt has been made already by a body, the College of Preceptors, but that does not seem to have met the want, at least not to any extent. I should think if something of the kind could be entertained by some higher authority it would command very great respect.

6152. (*Lord Lyttelton.*) You would not say a body under the direct authority of the Government?—I am not prepared to say exactly. If the body carried weight with it and position, I should not care what it was.

6153. It might be a very excellent body, but wanting in established and traditional authority?—Yes.

6154. (*Lord Taunton.*) Do you believe that any system of inspection provided for schools, either optional or compulsory, would be useful?—I think that would be very useful.

6155. Which would you make it?—Optional.

6156. Probably emanating from some authority of the same kind?—From some such body as the certificate emanated from.

6157. (*Dr. Temple.*) Your own school is not under inspection in that way?—No.

6158. You are aware that the University of Cambridge does inspect?—I discovered that when I sent boys in at the last examination, and I have thought of availing myself of the offer held out by the University to send an examiner or inspector.

6159. You have not done so yet?—No, because I have only just become acquainted with it. In fact it is quite a new thing, I think.

6160. (*Lord Lyttelton.*) With regard both to a system of certificates and a system of inspection, do you think that the utmost publicity should be given to the results of the system in both those cases?—I should think so.

W.F.Richards, Esq.
30th May 1865.

6161. That there should be a public list of certificated masters?—I should think so. Of course there would be a great deal of difficulty in dealing with old schoolmasters. I should be very sorry to have to submit to an examination now.

6162. Would you make it only prospective?—Quite so.

6163. (*Dr. Storrar.*) The probability is that any such registration would include at the outset the established schoolmasters of any reputation and age?—Yes. I might say that I always thought it to be the weak point in the Oxford and Cambridge systems, that there has been no opportunity of ascertaining the general state of the school. In those examinations, individual candidates have been sent up, but of course they cannot be considered representative of the whole school. They may be the sharp boys of the school. An inspector would ascertain whether the discipline and general management of the school were satisfactory, as well as whether a few boys were well instructed. Education has a much wider field than simply the subjects of learning.

Adjourned.

Wednesday, 31st May 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. J. Jones, M.A.
31st May 1865.

The Rev. JOSHUA JONES, M.A., called in and examined.

6164. (*Lord Taunton.*) You are, I believe, a clergyman of the Church of England?—I am.

6165. And head master of the Liverpool Institute?—Yes.

6166. Will you have the kindness to describe the nature of that establishment?—It is governed by directors, who are chosen from subscribers of a guinea a year, or from life members. Life members are those who have given donations of 10*l.* and upwards, or have been elected for some special service rendered to the institution.

6167. Is it open to anybody to subscribe?—It is open to anyone to subscribe. Anyone who chooses to subscribe a guinea becomes *ipso facto* a member.

6168. Is that subscription necessary to be continued for any number of years?—No, it can be dropped any year. The directors are chosen from the members, but a gentleman must be a member for 12 months before he can be elected as a director.

6169. What number of subscribers are there in round numbers?—Not very many; but I am not able to give the exact number.

6170. Are there a great many life members?—There are not so many, I believe, as there were; we keep recruiting them every year by election. Any gentleman who comes to preside at one of our annual

meetings, or any distinguished school boy, is elected a member. We elect perhaps four or five life members every year, from one cause or another.

6171. Can you state what the annual income of the establishment from these sources is?—I cannot; our general income is derived mainly from the fees of the students. We have one endowment of 1,000*l.* for a scholarship, open to any University.

6172. Then to what purposes are the subscriptions and donations of life members applied?—There is a reading room kept up. It was originally, I should tell you, a mechanics' institution. The subscribers are to the reading room and to the library.

6173. The subscribers do not contribute to the funds of the school?—Not at all. I should say that the funds of the school contribute to keep up the library and the reading room, as it is at present.

6174. Then the schools as schools are self-supporting?—Quite self-supporting, and more than self-supporting.

6175. I think there are two schools?—There are two schools, a high school and a commercial school.

6176. Are they perfectly distinct?—They are both under my charge, and some of the masters teach in both schools; but we keep them as distinct as possible. They are in the same building, but in different rooms; some of the masters are peculiar to each school, but some are common to the two.

6177. Do boys pass ordinarily from one school to the other at all?—We elect two every year, from the commercial school to the high school; viz. those two who have most distinguished themselves in the Oxford local examination. Very frequently boys leave the commercial school to go into the high school at the desire and expense of their parents.

6178. Is there any difference in the expense of education in the two schools?—Yes, in the commercial school, the fees in the preparatory department are 17*s.* 6*d.* a quarter, and in the upper school 1*l.* 1*s.* a quarter. In the high school the fees vary from 30*s.* a quarter to 4*l.* a quarter; 30*s.* per quarter in the preparatory, 2*l.* in the first form, 2*l.* 10*s.* in the second form, 3*l.* in the third and fourth forms, 3*l.* 10*s.* in the fifth form, and 4*l.* in the sixth form.

6179. How many quarters are there in the year?—Four; then there are extra subjects in the commercial school, viz., French and Latin. Every boy who learns French pays 7*s.* 6*d.*, and every boy who learns Latin pays 7*s.* 6*d.* a quarter. In the high school those subjects are taught as part of the course.

6180. When you say that you elect certain boys from the commercial school into the high school, upon what principle do you do that; is it an advantage to the boys to be thus transferred if they wish to pursue a commercial education?—They go into the high school at commercial school fees, that is the advantage. They are always put into the sixth form, because although they know nothing of classics they are always up to the sixth form in English, mathematics, and physical science; and they get for a guinea a quarter what would otherwise cost them 4*l.* a quarter.

6181. What is the whole number of the boys educated in these schools?—At the present moment we have 226 in the high school. In the commercial school we have had this half year 705; in fact we waver about 700, sometimes a few more, sometimes a few less.

6182. From what class of society, generally speaking, do these boys come?—In the commercial school there are sons of tradesmen, clerks, warehousemen, and the better class of artizans. In the high school

Rev. J. Jones, M.A.

31st May 1865.

there are sons of the better class of tradesmen, of professional men, particularly physicians and surgeons, and of brokers and merchants; in fact, the two schools together almost cover the middle classes of society.

6183. (*Dr. Storrar.*) Does the 705 in the commercial school include those in the preparatory commercial school?—Yes, and the 226 includes those in the preparatory high school.

6184. (*Lord Taunton.*) Those boys are day scholars?—Day scholars exclusively. We have a large number of boys from other parts of the country, particularly from North Wales, but they board where their friends please to place them. Two or three masters take boarders, but boarding houses are not recognized by the institution.

6185. Do the boys receive their meals at the school?—No, with the exception of boys who live too far off to go home between the morning and afternoon school. Dinner is provided for them at a charge of 4*d.* a head. They get a good dinner of meat and potatoes.

6186. What, then, is the entire cost of the education to a boy in the commercial school, including those subjects which you said were extras?—Very few boys, comparatively speaking, take the extras, but of course, if a boy does take the two extras, the cost is 1*l.* 16*s.* a quarter. The cases where the extra subjects are taken are, comparatively speaking, few. I think there are now about 42 taking French, and 15 or 16 taking Latin, out of the whole number in the school.

6187. Do you yourself believe that Latin is a useful thing to teach in a school of the description of the commercial branch of your school?—I think not, for this reason,—the average age in our first class is only 13 and a half. Now I do not think, consistently with the acquisition of elementary knowledge in such branches of knowledge as are absolutely necessary to fit them for business, they could acquire any sufficient amount of Latin to do them any good.

6188. Do you find by experience that those boys who have learnt Latin get on better in their other studies than the boys who do not?—We always find it so in the high school, but in the commercial school Latin occupies a kind of outside extra position, and the better boys are afraid to take it, because it interferes with their regular studies; and as we do not recognize it as part of the school course, they fear lest they should be losing marks in the subjects which tell upon their position in their class.

6189. What do you think is the feeling of the parents who send their boys to this commercial school with regard to Latin?—I should say there would be a very strong feeling against it. When I first came to the school, I found a large number of boys in the high school not learning Latin, but I set my face steadily against it, and insisted upon all learning Latin. I believe now we have not a single exception. I have had a great many struggles with the parents before I could arrive at that result. I am disposed to think that the boys do not like Latin, and they used to go home and tell their parents so, and they easily persuaded their parents to write and ask that they may be allowed to discontinue the subject, but now they know that I will not allow that, so they do not try it.

6190. In a school intended for the class of boys which frequent your commercial school, do you think it would be desirable altogether to exclude Latin, or else to make it an optional study, or to make it compulsory? Which of those three courses do you think would be the best?—I should not make Latin compulsory; if I made any language compulsory it would be French.

6191. (*Lord Lyttelton.*) Do you consider that for the learning of

grammar and the elements of language Latin is the best instrument?—I think it is by far the best instrument if you can keep your boys long enough to obtain any available knowledge; but, as I said, we keep our boys in the commercial school up to 13 and a half, and they cannot by that age acquire enough knowledge, together with the elementary subjects (which they must acquire well, or they are not fit for business), to do much with it. I think the success of our school mainly has turned upon the efficiency with which the elementary subjects are taught. Our writing, arithmetic, and English are thoroughly taught; in fact, if we were not well up in those subjects, and if they were not sufficiently taught, the school would go down.

6192. Do you teach English grammar of itself apart from Latin?—Yes, in the commercial school, but the English master always says that those boys who learn Latin make much better progress in English grammar. I should be strongly in favour of keeping Latin in the school if the boys stayed somewhat longer; if we could keep our boys to 14½ and 15 as we do in the high school, I should say most decisively that Latin ought to be taught and enforced upon all.

6193. (*Lord Taunton.*) Even in the commercial school?—Yes, if the boys stayed to 15.

6194. (*Lord Lyttelton.*) You think it turns just upon that year or year and a half?—I think it does.

6195. (*Dr. Storrar.*) The word "commercial" branch is simply a name given to the school? It does not imply that the upper school is not devoted to teaching lads who will become engaged in commerce?—By no means; almost all our high school boys go to business. In fact the temptations to business in Liverpool are so great that if you advise them to do anything else, they ask what advantage is to be gained by it, and it is very difficult to give any answer. There are so many business prizes at Liverpool that the better boys prefer commercial pursuits. If our high school were not an efficient commercial school as well it would go down. We have to keep up the high school on the same principle as the commercial school by making it thoroughly efficient in the commercial element.

6196. (*Lord Taunton.*) Is your school conducted on any system of religious instruction?—No, it is entirely undenominational.

6197. Do you give religious instruction?—No. The view of the directors is, that, as it is a day school, the religious instruction can be given by the parents at home, and on Sundays. That is the directors' view. It is not mine. I believe religious instruction may be given under proper regulations, without changing the undenominational character of the school, and with much advantage to it.

6198. (*Lord Lyttelton.*) You have nothing to do with them on Sundays?—No.

6199. (*Lord Taunton.*) Do you use any prayers in your school?—No, for the same reason.

6200. (*Lord Lyttelton.*) It is purely for secular instruction?—Yes; we have the Greek Testament for those boys who are able to read it.

6201. (*Lord Taunton.*) And of course you admit boys of all religious denominations?—Yes.

6202. (*Lord Lyttelton.*) You do not inquire what their religion is?—No.

6203. (*Lord Taunton.*) Speaking as a clergyman, do you perceive any effects detrimental to the religious sentiments of the boys in this system?—I have never perceived any. I think that the moral tone of our boys is quite up to that of any other school of the kind.

6204. (*Lord Lyttelton.*) Have you reason to suppose that the parents

Rev. J. Jones, M.A.

31st May 1865.

attend to their religious instruction at home?—I have reason to suppose that in most cases they do. All our boys, or nearly all, so far as I am able to judge, attend places of worship, and many attend Sunday schools as well. Of course I am not able to speak of every one of so large a number.

6205. (*Lord Taunton.*) I think you said that the school was self-supporting?—Self-supporting entirely.

6206. Have you been able to lay by any reserve of any kind?—No, we have not done that, because the surplus is expended in sustaining the institution in other ways.

6207. Has a subscriber any advantage in naming boys for the school?—He pays 2*s.* 6*d.* a quarter for his son less than a non-subscriber does.

6208. Do you admit any boy who chooses to come?—Yes.

6209. You never refuse any?—No, we never refuse any.

6210. Are your buildings sufficient?—We are almost now at the limit of our accommodation. The school has been rising very much for the last two or three years. We have got now about 200 boys more than the average number.

6211. At the rate of payment which you have stated, you have found no difficulty in providing a sufficient staff of masters and paying all the current expenses of the school?—Not the slightest.

6212. Will you allow me to ask you how the masters are paid, beginning with yourself; is it by a fixed payment or by a capitation fee?—I myself get 14 per cent. on all the fees paid by the boys. The other masters are paid fixed salaries.

6213. Who appoints the other masters?—The directors. The plan of appointment is this, if a vacancy occurs we advertise, or take some other steps to secure a master. Then I have to select two or three of the candidates, and the directors appoint one out of the two or three. That is the general course pursued.

6214. Who has the power of dismissing a master?—The day school committee, who are members of the board of directors. I have power to suspend a master and report the case to the day school committee; who would then dismiss him.

6215. Will you have the goodness to state the salaries of the masters?—The senior classical master in the high school gets 170*l.* a year; he is also second master of the high school. The second master of the commercial school, who is also the teacher of physical science, gets 170*l.* a year. Of the other masters, some get from 100*l.* to 130*l.*, and the salaries go down to 30*l.* a year. We generally expect to get young men for 30*l.* a year who wish to become teachers, and who come as apprentices, so to speak, to learn their business. We have two or three of these generally in the institution.

6216. Have the masters any other advantages in the way of lodgings?—No, none whatever.

6217. Have you found any difficulty in getting adequate masters?—Not for any, except for the lowest appointments. We have great difficulty in getting masters who come in as young men to learn their profession for 30*l.* a year, but we have no difficulty in filling any position from 50*l.* or 60*l.* upwards; we can fill them directly.

6218. What are the subjects you teach in the commercial school?—Perhaps I had better go through the classes regularly. In the first class, mathematics, as far as trigonometry and mensuration, mechanics, and chemistry, in which our school excels. In three out of four of the last Cambridge local examinations we have had the first boy in England in chemistry amongst the senior candidates, and amongst the junior candidates we have had twice the first, twice the second, and twice the

third boys in that time. I suppose there is no school in England where chemistry is taught to the same extent as it is with us. Then we teach drawing, writing, and arithmetic, geography, English grammar, English history, English literature and composition, reading, spelling. In the second class we teach all those subjects, with the exception that we omit English literature and substitute for mechanics the elements of natural philosophy, electricity, light, heat, and so on, in order to fit our pupils for their chemical studies. In the first division of the third class we teach the same subjects with the exception of natural philosophy. In the second of the third the same as in the first of the third. In the first of the fourth we omit drawing and mathematics. They do not begin drawing and mathematics till they get to the second of the third, but they learn chemistry. In the second of the fourth the course is the same as in the first of the fourth. In the first of the fifth we drop chemistry. There is no chemistry in the first of the fifth, but writing, arithmetic, geography, reading, spelling, English history, and English grammar. In the second and third divisions of the fifth, and the first and second of the sixth, the course remains the same. In the preparatory department we only teach reading, spelling, writing, arithmetic, what we call "common things," and geography.

6219. At what age do boys come to this school?—They come at about seven or eight years of age into the preparatory department.

6220. (*Lord Lyttelton.*) Do they often come to you direct from home without having gone to another school?—I think they very often come to us without having gone to any school, but frequently, and particularly in the high school, they come from ladies' preparatory schools to us. In fact our preparatory high school is somewhat in advance of ladies' preparatory schools.

6221. (*Lord Taunton.*) You seem to lay great stress on chemistry in your course of instruction, what has induced you to do that?—I can hardly say as regards myself, because I have come into the heritage of chemistry. Chemistry has been flourishing in the school for a great many years. The school was started about the year 1838, when the new ideas about education were coming into vogue, and it was thought, I suppose, that physical science was to be one of the great regenerators of the human race. Chemistry was then introduced, and by efficient teachers we have obtained a considerable degree of proficiency in the subject. I find it so successfully taught that I do not care to disturb it. I am not quite sure whether if I had to originate a system for myself I should not be disposed to lay more stress upon some language, say French, and less upon chemistry.

6222. (*Lord Lyttelton.*) Have you reason to suppose from your experience that chemistry and similar subjects are particularly fitted for certain boys, who have no great aptitude for other subjects?—Yes, there are certainly some who take a great liking to chemistry, and excel in it, but I think they are generally boys who excel in mathematics as well,—I find the two things go together.

6223. You do not look at it as opening a new line to boys who are not much qualified for any other subjects?—I do not know that it does, except to first-rate boys, who excel in mathematics, English, and other subjects. Of course it is practically useful in many lines of life, *e.g.*, certain branches of manufacture and trade.

6224. I mean as a mental training?—I think it teaches boys to observe, and to some extent to think, particularly under the able teaching which we now have in chemistry. Our chemical master is a particularly able teacher, and I think he makes his teaching more than a mere imparting of facts; he generalises the facts into principles

Rev. J. Jones, M.A.
31st May 1865.

and makes great use of general formulæ. I think under his teaching it is a mental training.

6225. Is chemistry the only branch of physical science which you teach?—No, we teach electricity, light, and heat. Mechanics we teach mathematically in the first class of the commercial school, but in the high school we teach electricity, heat, optics, and various subjects of that kind, thoroughly, as well as chemistry, and also the elements of physiology; but that is only in the sixth form in the high school, where we have the ablest pupils of the two schools, because we take the two best boys from the commercial school every year, and place them there, and they are the boys who generally make such progress in physical science.

6226. (*Lord Taunton.*) Do you find the boys generally like chemistry as a study?—I think they do generally, particularly when they have made some advance in it. The elder boys in the first class of the commercial school, and the sixth and fifth of the high school, experiment, and I think when they get so far they nearly all take an interest in it and like it.

6227. Do you think that the parents approve of its being made a considerable part of the course of education?—I do not think that the parents care much about it. Sometimes they send to us and say that they had rather their sons did not learn chemistry, but I have made a very stringent rule never to make any exceptions unless they can show good cause. If a parent sends a letter to me, saying that he would rather his son did not learn such and such subjects, I reply "You must "give me some reason why I should allow your son to omit these sub-"jects and not the other boys; if you will give me any reason which "applies to his case and not to others I will allow it."

6228. (*Lord Lyttelton.*) What do the parents care most about?—Reading, writing, arithmetic, and spelling. I believe they would in the commercial school be perfectly well satisfied if we did not go beyond those subjects.

6229. (*Mr. Acland.*) Have you ever found that those who have been trained in your school as chemists, get employment as teachers of chemistry in other institutions or elsewhere in England?—I believe one or two pupils have risen to some eminence. I think Professor Roscoe of Owen's College, Manchester, was once a pupil in our school.

6230. It has been said by persons who advocate the teaching of physical science that there would be great difficulty in finding teachers competent to teach; do you suppose the class of boys whom you turn out would supply a sufficient number to meet such a demand?—Certainly. Our junior chemistry teacher was trained in our school, and he is an admirable teacher. I am quite sure that any of our senior boys would make most efficient teachers of chemistry, if they would take to it, but they nearly all of them go to business; they do not see the advantage of becoming teachers or they would be quite competent.

6231. (*Rev. A. W. Thorold.*) Is there any preliminary examination for those who enter the lower school?—We examine every boy according to a form which I have brought with me. (*The same is handed in.*)

6232. Is that with the object of excluding any very ignorant boys?—No, because we have classes fitted for all boys. The only object of that examination is to classify them; we do not reject boys for ignorance, because we have got very low preparatory classes, into which we can put them. It sometimes happens that we have to put boys of 14 and 15 along with the little boys in the preparatory school.

6233. You spoke of some of the boys being the children of artizans;

can you at all say what is the proportion of children from that class? —I am afraid I could not. I do not think it is a very large proportion.

6234. I suppose in some cases you take boys who, if your school were not in existence, would go to National schools?—I think our commercial school fills a two-fold position. We have boys who come to us young and go through our course; those are always the boys who excel most. We have several boys who come to us, as to a kind of finishing school, from National schools. I think our school is very extensively used as a finishing school for National schools. We have a large number of boys coming in every quarter who have been perhaps in the first class of some of the National schools, and the parents think that six or nine months with us will finish them off.

6235. Do you find that the parents of those boys have any difficulty in paying the fees for them?—We do not find it so. I think the treasurer told me the other day that he had not lost a fee in the preceding quarter, and very few in the last 12 months. We get in our fees very well.

6236. Is there any practical difficulty in what may be called the social mixture of boys from the artizan class and the boys in the classes above them?—They are separate in the commercial and in the high school. I think there would be a difficulty if the two classes were mixed together.

6237. I refer simply now to the commercial school?—No, I think not.

6238. There are boys of different social grades in the commercial school?—Yes, from the sons of tradesmen, clerks, &c., to those of the better artizans. I never heard of any particular difficulty. They are so graduated in the social scale that I think they blend together insensibly.

6239. Do they meet in the playground?—They meet in a yard.

6240. And they play together?—They play together. They have not very much time for play. We meet at nine o'clock, but we send our boys out at the end of every hour. Our system is, I think, somewhat peculiar in that respect. They all meet in the yard and come into school at nine o'clock. They are sent out at five minutes before 10 for two or three minutes, they then come in and go to another master. The masters are fixed in the rooms, and not the boys. Every master always keeps to the same room, but the classes change. I will give you a specimen. They go, suppose, to the geography master from 9 to 10; they then go down into the yard for two or three minutes; they then go to the mathematical master from 10 to 11; then they go down into the yard again for two or three minutes, come in again, and go to the chemistry master from 11 till 12; then there is a break from 12 to half-past 1; school commences again at half-past 1, and the same course is pursued every hour until half-past 4.

6241. (*Mr. Forster.*) Does that finish it?—Yes; that is we work six hours a day four days in the week. On Wednesday and Saturday we have half holidays, and work from 9 to 12.

6242. (*Rev. A. W. Thorold.*) Have you ever observed anything in the conduct or conversation of the boys of the artizan class which makes you think the mixture of that class with classes above them undesirable in a moral point of view?—I do not think so. The worst boys are not always the boys who come from that class. Of course in a large school like ours we have constantly a few bad boys, whom we have to get rid of, but I have frequently noticed that the worst boys are those who come from the better classes.

6243. (*Lord Taunton.*) Will you proceed to state the course of

Rev. J. Jones, M.A.

31st May 1865.

studies in the high school?—In the sixth form, which is the highest, we teach Latin and French to all the boys. During the last six months I have made an alteration. We used to try to force Greek and German upon them all; I now make Greek or German alternative subjects. Every boy in the sixth and fifth forms must take Greek or German, but not the two.

6244. (*Mr. Forster.*) May they take both?—I would make an exception in the case of a very able boy who was likely perhaps to excel in all four languages, but those cases would be very rare; I think, so far as the system of the school is concerned I may say they may not take both.

6245. (*Lord Taunton.*) Which do they usually prefer?—They would most likely take German if they had their own way, but we force Greek on all those boys who, we think, should learn Greek. The preference of the parents and boys would be for German, because of its being a commercial language The average age in our sixth form is 15. I do not think that boys at that age, with all the other things that they have to learn, can master four languages sufficiently well to do them any good, so I make Greek and German alternative subjects, and I think by that I shall meet the wants of two classes, first the very few who may be going to the Universities, or intended for the professional classes,—Greek will suit those; and German will suit the boys who are going into business.

6246. Is German a language which is considered to be useful in Liverpool commercially?—Yes, it is valued very much.

6247. As much so as French?—No, I would not say that.

6248. (*Sir S. Northcote.*) Is there any demand for Italian?—I have never met with any in our school. So every boy learns Latin, French, and Greek or German. Then in mathematics we read high; several of our boys are doing as far as analytical geometry (and one boy is doing the differential calculus), with statics, dynamics, and hydrostatics. Several of our boys are thoroughly proficient in those subjects as far as they can be mastered without the differential calculus. In fact I have no doubt that we have several boys who could take an ordinary Cambridge degree at this moment as far as mathematics is concerned.

6249. (*Dr. Storrar.*) You say that the average age of the boys in these six classes is 15. What are the highest ages?—We rarely have a boy who reaches 17. We do occasionally perhaps have one or two; I think we have one boy who is 17 now; but I do not think we have more than one. They get that proficiency at about 15. Our mathematics are very high, and mastered thoroughly. In the last Oxford local examination we had the second, third, fourth, and sixth boys in England in that subject.

6250. (*Sir S. Northcote.*) Have you ever sent any up for the Woolwich or other examinations?—Not in my time.

6251. (*Lord Taunton.*) Will you proceed with the course of studies?—Chemistry is taught. That they carry to a very high degree of proficiency in the sixth form, but I there allow an alternative. Those boys who do not wish to learn chemistry I allow to learn classics, in order to give them more time for that subject. If they show a preference or ability for languages, I let them take classics instead of chemistry, because I find that they have to learn more subjects than they can master thoroughly.

6252. (*Dr. Storrar.*) Do they all take natural philosophy, statics, dynamics, and hydrostatics?—Yes; except of course that there are a few not up to reading those subjects. We have two divisions in the

class; the lower division do not at once begin statics, dynamics, and hydrostatics. I keep them for six months at mensuration, and then I get them up to statics, dynamics, and hydrostatics. Then natural philosophy is taught as an alternative to arithmetic and writing. Some boys are perfectly proficient in arithmetic, and those boys I set to learn natural philosophy. Those boys who are not proficient enough in arithmetic I allow to learn arithmetic instead. That is a change I have made in the last six months, because those who are going to business must be perfectly accurate in their arithmetic. It is a thing which we dare not omit.

6253. (*Lord Taunton.*) You think it important that a master should have some power of modifying the course of instruction according to the different dispositions of the boys, and that it should not be a cast-iron rule?—It is most important, because a judicious master knows what the boys want, and no general principles can be fixed applicable to every boy. In English we teach English literature; we have generally some English author going on, such as a play of Shakespeare. We generally take the subject fixed for the Oxford local examination. We give advanced instruction in English grammar, geography, and English history. Those are the subjects taught in the sixth form. We teach English very thoroughly, in fact up to the mark of the Oxford senior local examination for taking honours in the subject.

6254. Are you in the habit of sending your boys up to the University local examinations?—We send them up in large numbers; in 1863 we passed the largest number of any school in England; in 1864 we were second in this respect.

6255. Do you send them up by classes or individually?—We send from the higher classes, from the first class in the commercial school, and from the sixth and fifth forms in the high school; not all the boys in those classes.

6256. You select boys?—We try to persuade them all for the most part to enter, but some from one reason and some from another do not go in. Some perhaps are over the junior age, and are not up to the senior mark; the parents of others will not allow them to go in; others perhaps have passed before.

6257. With a view to enabling the public to ascertain what the real character of a school is, do you think it is desirable that the boys should be sent up in classes, as far as practicable, and not that picked scholars should be sent up?—My idea is this, I would send every boy in from the upper classes who was at all up to the work, and whom I could persuade, and that is the system I am acting upon now. Instead of taking out a few boys I am trying to persuade every boy who can to go in from the first class of the commercial school and from the fifth and sixth forms of the high school.

6258. Do you think that there is any danger of masters being induced to pay especial attention to particular boys to the neglect of the ordinary instruction of the school, from the system of sending them up by single boys instead of by classes?—I cannot say what might be the temptation in a private school, but in our school it would be impracticable to do that. We could not keep our large classes going unless the boys were all working together. The masters sometimes stay after school hours and give the candidates for the examination a little assistance, but in the school hours they are all going on together.

6259. Do you believe that this system of local examination has acted usefully with regard to schools?—Most usefully, I believe. They have set us a good standard to work by, and they have stimulated our upper boys to exertion. They keep the masters constantly up to their

Rev. J. Jones, M.A.

31st May 1865.

work. A senior master knows that his work is to be tested by the success of his pupils in these examinations, and he is bound to work them up for them.

6260. Are there any improvements which you would think desirable in that system?—I think there is this evil about them, that they rather encourage the study of too many subjects. A boy, to take a very high position in them, must study a great many subjects, and I am not quite sure whether for mental training one could not do more for these boys with fewer subjects. I have often thought that if I were left alone, without the pressure of the examinations upon me, I could give the boys a better training than they now receive in some respects, as far as I am personally concerned, but then there would not be the same stimulus to the masters generally; and without it some of them may be disposed perhaps to relax their exertions. On the whole I think the system good, although not unmixed with evil.

6261. Taking the good and evil together, do you think on the whole it has acted very favourably?—I should certainly say so; it is a great move in the right direction.

6262. (*Sir S. Northcote.*) Have any of your boys passed examinations in the University examinations in religious knowledge?—Yes, frequently; very many of them take it up. We had the first boy in all England last year in the Oxford local examination, and he passed in religious knowledge.

6263. That is from private study?—From what they have learnt at home and from private study. They very frequently pass in religious knowledge. I think last year we had but few who did not pass in Scripture at least, and a great many did in the two branches of religious knowledge.

6264. (*Lord Taunton.*) You do not undertake to prepare boys for confirmation?—No, we have nothing to do with that.

6265. (*Sir S. Northcote.*) What is the system of punishment?—We allow impositions to a very limited extent. When I came to the school impositions were very extensively given, but I found that they had this evil;—they stopped the boys from preparing their regular work, and of course seriously interfered with the hours that ought to be devoted to play. Instead of impositions I introduced, without saying that there should be no such things as impositions, but as a partial substitute for them, the keeping the boys in from 12 to 1 o'clock on Wednesdays and Saturdays under the charge of a master. That plan works very well. For more serious offences boys are reported to me. Sometimes I find an admonition sufficient, but when a boy is reported to me I generally keep him in on Wednesday afternoon under the charge of a master. The masters take the charge of the boys in turns. It comes to each master about twice in the half year, and the boys have to work during the whole afternoon as on an ordinary afternoon. Then, if that does not do, in a very few cases I flog with the cane, but I have not more than two or three cases of flogging in the month; that is about the average. I only do it in very special cases, when every other punishment has failed. Of course in extreme cases we expel, and we very frequently see the parents and advise them to take the boys away from the school. If I see that a boy is doing no good to himself, and is doing harm to others, I see the parent privately, and tell him he had better take the boy away. I have done that in many cases.

6266. Do you find that parents raise an objection to flogging?—I do not think I ever had more than one objection raised. I recollect one parent objecting, but after an interview with me, he said that

if he had been in my place he would have flogged the boy more severely. No master is allowed to flog except myself; it is prohibited on the part of the other masters. In fact there is a strong feeling on the part of our directors to prohibit flogging, but it is tolerated. It was formerly prohibited altogether. The system of punishment at first in vogue in the school was somewhat original, but it was not found to answer. The first correction was to be a quiet, gentle admonition on the part of the master in the class, and if that did not do, he was to take the boy to the head master, who was to admonish him, and if that admonition did not do, the head master was to report the case to the parents, and if that did not do, the boy was to be publicly remonstrated with at a Saturday examination which they used to have. That was to be done three times, if necessary, and if the three remonstrances produced no effect, the board of directors had the power to expel the boy; but that system was found to be a complete failure.

6267. (*Mr. Forster.*) I suppose the boys of the high school stay long enough to have the same knowledge of classics given to them as is given at a good grammar school if it is thought advisable?—Certainly. We had a boy who got an open scholarship at Oxford last year. We have a boy now who is quite up to getting an open scholarship, only I am keeping him till he is a little older.

6268. There is nothing at the age at which they leave the high school which would prevent their obtaining as much classical knowledge as in the grammar school if it was thought desirable?—If they stay long enough. Many of the boys stay long enough to acquire a very respectable knowledge of classics, but if boys leave at 15, as you can well imagine, they cannot be very proficient classical scholars. It is only just a few that attain to any particular proficiency.

6269. Were you yourself at a grammar school?—I was at a proprietary school.

6270. From the knowledge you have gained in teaching generally do you think that you are able to give the boys as good a mental training with your system, in which natural philosophy seems to be more predominant, as if it was as much confined to classics as is the case in most grammar schools?—I believe that the training of our boys is quite up to that of any ordinary grammar school in the country. We train them chiefly upon mathematics and languages in the high school.

6270*a*. You are doubtless aware that it is very often stated on behalf of the classical education that classics give by far the best mental training?—Yes, I believe they do.

6271. Do you find that you are able to give it with the comparatively small attention that you give to classics?—We do, I think, more with classics in the same time than would be done in an ordinary grammar school, because we have, I think, a somewhat improved method of classical teaching. We do not put a boy to learn the rules of syntax. We have very few boys who could say the rules of syntax off by heart. They learn the accidence well, and the master by oral teaching supplies what would be wanting to the boy from not knowing the rules of syntax by heart. And so with Wordsworth's Greek grammar. A boy learns the large print. We never trouble him to learn the small print. The master supplies that by oral teaching, as the occasion occurs, and I believe that the boy at the end of his time gets as much knowledge of the classics by this method as he would have done in the ordinary way. We do it by an abridged method. I may tell you what we did once. A boy came up from the commercial school knowing nothing whatever of Greek or Latin. In twelve months he was made to pass the Cambridge senior examination in Greek and Latin. That of

Rev. J. Jones, M.A.

31st May 1865.

course implies a very respectable amount of classical proficiency. That was done by system and method. Of course he was a very able boy. An ordinary boy could not have done that.

6272. After half-past four, when the day's work is ended, do they not play together then ?—A few stay behind, perhaps, but we have no proper place for playing. We have only close confined yards, just enough for standing room for boys.

6273. (*Lord Taunton.*) Is your school in the middle of the town ?—Yes. It lies now quite in the heart of the town. It is about a mile from the docks, but surrounded by houses in all directions.

6274. (*Mr. Forster.*) Should you say that the parents are more or less inclined than they were two or three years ago to have their children given a classical education ?—I think they are more inclined, because I have spoken to them so often about it. I have spoken frequently to them at public meetings, and have laid so much stress on classics, that I hope so far as our school is concerned I have done something for classical education.

6275. (*Lord Taunton.*) I think you have been connected in other ways with educational establishments ?—Only as vice-principal of the York Training School.

6276. (*Mr. Forster.*) For how long ?—Three years.

6277. Did you go there before Mr. Robinson ?—No. I was there under him. He was my principal when I was vice-principal.

6278. (*Lord Taunton.*) You probably there acquired considerable experience of schools generally in the country ?—I got great experience of the improved methods of education, and I have endeavoured as far as possible to graft what was valuable in the elementary system of education on the middle-class education imparted in our schools.

6279. Have you formed any general opinion of the state of middle-class education in this country at the present time ?—I am afraid it is in a very unsatisfactory state.

6280. Does that observation apply specially to what may be called the lower division of the middle class, the sons of small farmers and mechanics, and of those classes which are just above the National schools, but cannot afford to resort to the higher description of middle-class schools ?—I am afraid the condition of middle-class education generally in England is not as good as it might be made. My own idea is that it will never be what it ought to be till the middle-class teachers are trained to their work as the elementary teachers are. What I should like to see established would be middle-class training schools where teachers should be taught to teach, and until that is done I do not believe we shall ever have any properly efficient state of education in the country.

6281. Are you able to suggest any mode by which that object might be accomplished or promoted ?—I have sometimes thought that there was no reason why an institution like ours may not have grafted upon it or connected with it something in the way of a middle-class training school. All we should want would be to get students. We have masters about the institution who could give superior instruction to the students, and they could see middle-class education in all its branches, in a place like ours. They may see the education of the better division of the middle class, and of the lower middle class, in all its grades.

6282. Do you think that could be done without resorting either to grants of public money or to government interference for the purpose ?—If I had the management and direction of our institution exclusively, I should try to do it there without any assistance. If I could carry out my plan I should make the attempt without any assistance from anyone.

6283. Did you ever propose it to your governing body ?—Yes, I did once ; but it was not taken up. I believe it might be done.

6284. Suppose you were to engraft it upon your institution, how would you set about it ?—I should first of all get efficient men, the senior masters in the place would be quite up to it, to give superior education in classics, mathematics, English, and all the branches which would have to be taught in a middle-class school. Then I would let the students use our schools as practising schools. At a certain stage of their proficiency I would send them in to the various classes to see what was being done by the senior masters. I would give them classes of their own to teach and instruct, so that they would not only be theoretically instructed by senior masters, but would learn practically how a class should be managed.

6285. In short you would have a special class attached to your school in which training might be imparted to supply efficient teachers ?—That is what I would do, and I believe it to be practicable. The only difficulty would be whether, unless we had some kind of *éclat* given to us by being supported by Government, students would come to us. I am not quite sure whether any students would come, unless we were in some way recognized, but I am quite sure that we have got the machinery to carry out the scheme if the students would come to us, and if they saw it worth while to become trained as masters.

6286. (*Mr. Forster.*) I suppose you have hardly been long enough yet master of the school at Liverpool to have trained up any of your own masters ?—We always try to persuade some of our better boys to become teachers, but we have very little success in it. The temptations to business are so great that they prefer going into business. One of our most efficient masters was one of our boys. Another very efficient master, who has been appointed in my time, was one of our own boys, and we are just going to appoint another, who was one of our leading boys, and who wishes to become a teacher. They are the best teachers that I can get. We always try to get our own boys if we can.

6287. You would naturally only take the cleverest boys ?—Yes.

6288. I suppose it is the case that your school is so well known that a boy who is known to have left it as one of the cleverest boys would have very little difficulty in obtaining a good business situation ?—None at all. Merchants and others frequently send up applications to me to supply them with boys.

6289. (*Lord Taunton.*) The assistant-masters of your school are, I suppose, obtaining a pretty good training for becoming accomplished schoolmasters ?—Great training. A master must be efficient with us, or we cannot go on with him. He must become efficient in time. We have classes consisting of 30 boys in the high school, and 50 boys in the commercial school, and they cannot be managed without power.

6290. How many assistant-masters have you ?—We have about 25.

6291. What is the average age of an assistant-master ?—We have masters ranging from 17 or 18 years of age up to 60. We sometimes, if we can get one of our boys, take him at 15 ; if he is an able boy with a good presence, we would be glad to take him even at that age and put him into one of the preparatory classes, with the little boys, to learn his business.

6292. Do you think that the art of teaching, as distinct from other subjects of knowledge, can be adequately taught after a certain age, or is it absolutely necessary to train young boys for the purpose ?—Of course it can be so taught, but it is only taught by a bitter experience,

Rev. J. Jones, M.A.

31st May 1865.

and during that experience the boys have been suffering. Many of our masters have never had any training at all. They are most efficient masters now, but then they have been at it 10, 15, or 20 years, and have become first-rate masters. They have had to learn their work. I should like to see men coming into it who had learnt their work. Some of our best masters are masters who are not University men, and who have never been trained in any way, but have simply taken up the profession of teaching and in time made themselves efficient.

6293. Still if the schools continue to improve, as I hope they are doing, will not the effect be that there will be a greater supply of good masters, that it will raise the standard of the profession altogether, and that men will instruct themselves and find out what is the way in which the art of teaching can be best acquired ?—Of course the art of teaching can be acquired by experience, because if you have an able man you can put him into any position, and he will adapt himself to it, and do the work well, but not so well as if he were trained to it; but it will take him some time to become efficient, but meanwhile his pupils are suffering.

6294. You attach very great importance to regular training schools in which those who propose to educate themselves to the profession of instruction may be themselves instructed ?—I believe it is the great want of middle-class education in the country.

6295. (*Mr. Forster.*) Taking an assistant master of average capacity who was untrained for teaching, how long would it take him to be what you would consider so trained a master that the boys would not be suffering from the want of training ?—It so entirely depends on the man, he may do it in six months, he may be three or four years, or he may never do it at all.

6296. Six months would be almost the lowest time ?—I should say the very lowest, or even 12 months.

6297. (*Lord Taunton.*) Is there not a good deal in natural disposition independent of general ability and knowledge ?—Of course there is. Fitness for that particular kind of work is indispensable. Of course temper and judgment come in. A man who has not temper and judgment is not fit to manage a large class of boys, but then I think that if they were properly disciplined temper and judgment may be developed under an able principal of a middle-class training school. He would show them how to manage their temper, and teach them to become judicious.

6298. Do you think it would be possible to devote any part of the funds, which are now dedicated to education in various departments, to the establishment of training schools for middle-class masters ?—I think it would be very desirable. Of course I am not able to say. It is rather a question for statesmen to answer than for me.

6299. You think if it could be done it would be a great object ?—It would be very desirable.

6300. Have you at all attended to the subject of endowed schools in this country ?—Not to any extent. Of course education generally I have studied and been interested in.

6301. You have not turned your thoughts to any plan by which you think these endowments might be made more generally useful for the purposes of education ?—I cannot say that I have. I have chiefly taken up the questions of instruction and discipline. I have very closely studied the classical question, and I read a paper upon it a few months ago which I am going to publish. It is a question which I have studied lately. I spent nearly two years upon it.

6302. I take it your opinion upon that seems to be that you think Latin

very useful as a means of instruction even for boys intended for commercial pursuits provided they can remain in the school till between 15 and 16 ?—That is quite my opinion.

6303. But if they leave before that it is not of much use ?—If they leave at 13 it is not of much use.

6304. (*Dr. Storrar.*) In one of your former answers you said that if you had the choice of doing what you thought best in the commercial school you would leave out a portion of the science studies and take French instead ?—Yes, I think if I were originating a system that is what I would do.

6305. With regard to the high school, what is your view of the value of science as a means of instruction ?—Would you be disposed to carry out the same principle of substituting something for science there, or would you prefer to continue science education as an adjunct?—I should be very sorry to see it given up altogether, but I am not at all clear whether the boys would not gain by devoting the time to languages. It is a question upon which I have hardly made up my mind. I said before I found chemistry there, and I found it very efficiently taught. I generally like to act on the principle of leaving well alone. When I see a thing doing well I do not like to interfere with it ; it has its value ; but whether our system is the most perfect system or not I cannot yet decisively say.

6306. I do not mean to ask you whether you would propose to take science exclusively in lieu of a language, say Latin, but whether, as in the higher school, you make Latin a necessary, it is not an advantage to the boy who is of necessity obliged to learn Latin also to be obliged to study science ?—I do not think that it is any particular advantage to him ; in fact I think that the leading defect of our high school is a defect for which we are not responsible, but for which the age is responsible,—that we teach too many subjects. People say boys must learn a little physical science, they must learn modern languages, they must know English, they must learn classics ; they must write, cypher, and spell well. We are trying, I think, to satisfy the age, but I believe that the boys are suffering from that, not only in our school but everywhere else where the demand is made.

6307. It has been said by a distinguished private tutor in this room that he has remarked at Cambridge the great disadvantage which students proceeding to the University suffer from their utter ignorance of the simple facts of science. What remark would you make upon that ?—I should be very glad to see every boy know something of the simple facts of science. I do think they ought to have a general idea of the leading facts of such subjects as chemistry, electricity, and heat. I am not prepared to say whether I would pursue any branch of science to the same extent as we pursue chemistry, if one studied what was simply the best for the boys.

6308. You remarked in the earlier part of your examination that your school is entirely self-supporting. May I ask how the fabric was provided for in the first instance ?—By subscriptions from various gentlemen in the town.

6309. For the purposes of the school ?—No ; the school was grafted on to the institution. The history of the institution is this ; it was first of all started as a mechanics' institution; then in the year 1833 two gentlemen wrote to the directors and requested that schools should be added for the middle class. In 1835 the first day school was commenced. The new building was opened about 1837, and in 1838 the existing school was continued and the high school was added. The original constitution of the high school was that there was to be no head master.

Rev. J. Jones, M.A.

31st May 1865.

There were masters of departments; an English master, a language, a mathematical, and a physical science master. They took the head mastership in turns, week by week. The commercial school was always under a head master; the high school was under this rotatory system of masters at first; but in 1842 a head master was appointed, and from that time to this the two schools have been going on.

6310. Can you tell me in round numbers what was the amount of money subscribed and expended upon the fabric of your schools?—I am not able to give you the exact sum, but it was all subscribed by gentlemen in the neighbourhood. I am not able to tell you the exact sum, because it was so many years ago, and I never thought of inquiring.

6311. So that you have not had to pay off any debt from the profits of the school since?—No, not on the original fabric. Our managers have got into debt occasionally from their expenditure exceeding their income, but that has all been wiped off, and for some years now the institution has been self-supporting.

6312. So that you would consider it essential to the establishment of a school such as yours in Liverpool or any other place that some subscription should be provided to erect the buildings?—I think so. If you are to supply such an education as we supply at so low a rate you must have no dividends or anything of that kind to pay. You must have the building and everything given you to start you fairly, and then you must support yourselves. You can do no more than that. Of course a proprietary school may succeed if you have boys at sufficiently high fees, but you cannot provide such a cheap education as we do and pay dividends.

6313. (*Lord Taunton.*) Would there be any difficulty in starting a private school exactly on the principles on which yours is founded, the master being an autocrat and managing the whole thing for himself? If he had got reputation and a building at this rate of payment might he not receive boys? The institute part of your scheme seems to be a mere accident; the school has no especial connexion with it?—No; the schools of course have in a great measure put that out of sight. It just remains now, but of course the greatness of the schools has almost obliterated the institute. It lives and that is all.

6314. (*Dr. Storrar.*) If a scholar were to start a school of this kind as a private speculation, without any assistance from any source external to himself, he would require to be a considerable capitalist?—Of course he must be a great capitalist, and he must be a man of great capacity to enable his school to compete with a school like ours. Of course a large institution always has different gentlemen in the town connected with it, and has a kind of *éclat* surrounding it that could not exist in the case of a private school. Private schools do succeed. One of our masters started a private school some two years ago, and he has made it succeed very fairly. I think he gets upwards of 100 boys.

6315. (*Lord Taunton.*) Have you any means of judging, and if so, what is your opinion of proprietary schools?—They have mostly been found to fail. There are two or three memorable exceptions, but I think that the greater number have failed.

6316. Do you think that there is anything inconvenient in the relations of the master and the governing body as managed through proprietors?—I was educated at a proprietary school, Bishop's College, Bristol, which has since become defunct. The difficulties, I believe, arose chiefly between the master and the governors. We had a very able head master,—the Rev. Henry Dale. He has translated Thucydides. The school went down from different causes. There was another very

efficient head master during my school course, the Rev. James Robertson. He kept it on for many years, but at last it died out, and Clifton college has I fancy arisen from its ashes. Whether Clifton college will succeed better I do not know. Perhaps it will, because it will avoid the rocks on which the other split.

Rev. J. Jones, M.A.

31st May 1865.

6317. What do you think, in the present state of things, would be the mode of establishing a middle-class school which you would think most likely to answer. Would you take the private principle, the proprietary principle, or the endowed principle, or what principle would you adopt?—I think the best possible principle would be for private gentlemen to subscribe; or some public body to find the money to erect the building, and start it fairly; and to be very careful who were the governing body.

6318. And to take a good master?—Yes, and leave him alone as much as possible.

6319. (*Mr. Forster.*) This education which should be so provided would be provided for a class that are not dependent on charity, and that are able to pay the sum necessary for the teaching of their children, would it not?—Yes.

6320. Do you think it would be impossible to work it on the purely self-supporting principle, that is to say, that the gentlemen who subscribe for the erection of the building, and who put their influence into the management and supporting of it, should not be expected to give the money out and out, but should receive a moderate interest for it. Do you think it would be impossible to make it self-supporting even to that extent?—I should not like to say that it would be impossible, but of course it would act as a dead weight on the institution if it had to pay a dividend. It might be practicable under favourable circumstances and with sufficiently large fees to make a school of that kind succeed, but the other system would be a more desirable one if it could be adopted.

6321. What is the profit made upon your school?—The profit is expended on other parts of the institution. I can hardly say what it is. The directors give me 14 per cent. of the school fees. They reckon that 49 per cent. is to pay all the other masters. The rest of the fees, amounting to 37 per cent., goes to incidental school expenses, coal, gas, taxes, &c., and the general support of the institution. I cannot say what profit would be made if the schools were standing by themselves.

6322. Would it not be the case that if your schools were standing by themselves, and they very well might have done so, that sum which you give to the other objects of the institute would have paid a moderate interest on the cost of the building?—Perhaps so; but the schools are now in an exceptionally flourishing condition. We have about 200 boys more than the average. The high school has something like 100 over the average, and that makes a very great difference to the income of the institution.

6323. You are not in that position that you do not expect it will last?—No, I hope it will last; I do not see any reason why it should not, but whether, through years, the same condition of things could be kept up I do not know. There would probably be vicissitudes in all large schools of the kind.

6324. (*Dr. Storrar.*) Is not this the case, that you would not be able to maintain such an efficient school as you have unless you had large numbers?—Certainly not, it is essential to it, because we cannot get first-class masters otherwise.

6325. So that in the private system there would be a very dangerous

Rev. J. Jones, M.A.

31st May 1865.

period to bridge over between the starting and the final success ?—Yes, there have been vicissitudes in our institution. There have been times when we have been in debt, and I believe on one or two occasions some friends of the institution, among others Sir William Brown, subscribed to get it out of debt. We have tided over difficulties by the help of gentlemen of the town.

6326. (*Mr. Forster.*) I think it would almost appear that, taking your school as it has succeeded, at this present moment it is at any rate a moot question whether the profit that it makes would not pay an interest ?—I think it would just at present pay a dividend. I believe that our commercial school fees might be raised without affecting our numbers. I am not quite sure whether we might not in that school raise the fees, say 15*s.* or 16*s.* a year, making them up to 5*l.*, without materially affecting our numbers ; in that case an increased revenue would be at our disposal.

6327. (*Dr. Storrar.*) Do you think you could have done that at the outset ; is not your ability to raise the fee now dependent on the reputation of the school in some measure ?—Certainly ; at one time the fees in the commercial school were lower, they were only 8*s.* and 15*s.*6*d.* per quarter. When they were raised the numbers fell; I think we could raise them now without the numbers falling to any appreciable extent.

6328. Supposing you are starting a new school in a new place, is it not one of the chief difficulties that you have to get the parents to appreciate to a sufficient extent the value of education, to be willing to pay a sum that will make it a mercantile success ?—It may perhaps be so ; parents do not generally value education as they ought.

6329. (*Mr. Forster.*) At this moment I suppose the sum you charge is not more than the sum that is charged at what is called a "com- "mercial academy," or private schools ?—I think they generally charge more, but then they cannot give anything like the same education.

6330. Taking up Dr. Storrar's question, it would hardly apply to such a school as yours, because the school was started expecting from the parents no greater sum than they were already in the habit of giving ?—I think the idea of parents would be that they get for their children education for less with us. The Commercial Academy cannot in a general way contain more than one good master—the principal ; in some cases he is not an efficient man ; and the education given there cannot compare with the education we can give, because we have got one or two efficient masters at least in each department.

6331. I was comparing the cost not the education ?—I think they pay more in commercial academies and get less.

6332. (*Sir S. Northcote.*) Do you think there is an increasing willingness on the part of the parents to pay higher sums for their children's education ?—That is a rather difficult question for me to answer. I can only say this that the fees used to be 15*s.* 6*d.* per quarter in the commercial school ; they were raised to a guinea ; the numbers fell then, I believe, considerably ; but we have now got more boys in the school than were in it before the change of fees.

6333. Do you know anything of the progress of fees in other schools besides your own ? Are you aware whether the fees have been raised elsewhere as well as at your institution ?—I am not aware.

6334. (*Mr. Forster.*) You do not think that by raising the fees you have got the children from a higher class than you had before ?—Yes, we have ; some of the older masters have informed me that the social position of the children now is very much better than it was in former

times ; they seem to think that it is partially owing, but not altogether, to the raising of the fees.

6335. Is it also owing to the increasing prosperity of Liverpool ?—Perhaps so, but they consider that it is partially owing to a change in the fee.

6336. (*Lord Taunton.*) Have you reason to believe that the raising of the fees has excluded from the benefit of the school the class of parents who are now too poor to pay for the fees that are asked ?—I think not. As I say, we get many boys from the National schools to finish ; I think we just get the class that we ought to get,—all above the National school class and the better of that class.

6337. You think that your school pretty well covers the whole field of the middle class ?—I think so.

6338. (*Sir S. Northcote.*) When you say that the social class of the boys is higher than it was, do you mean that you have attracted a certain number from a higher *stratum* without excluding any from the lower *strata* ?—We have certainly attracted some from the higher *stratum*. National schools are better now than they were 20 years ago ; it is possible that a great many may send their boys to National schools now who used to send them to a place like ours. I think that is possible.

6339. (*Lord Taunton.*) You get artizans' children in considerable numbers ?—Yes, we have several.

6340. (*Mr. Forster.*) The higher paid artizans ?—Yes, of course; the wages of the higher paid artizans are very considerable in Liverpool.

6341. (*Rev. A. W. Thorold.*) You are well acquainted, I think, with diocesan and other training schools for elementary teachers ?—I was three years connected with one as Vice-Principal.

6342. Do you see any difficulty in applying some of the existing training schools for elementary teachers to the training of middle-class teachers, setting aside for the moment the question of Government aid which is given to the training colleges ?—I do not see why the buildings should not be so applied ; of course the existing training schools would need some alteration in their staff, you would want men of a different stamp for some of the masterships, some of the present masters no doubt would be equal for the work ; on the whole you would require a very superior staff. The buildings would do very well.

6343. Would it be necessary to alter to any appreciable or inconvenient extent the system of instruction or training in these schools for middle-class school teachers ?—Certainly; you would have to add a great many subjects ; the training schools now I apprehend, or rather the course of instruction in them, is very inferior to what it was when I was connected with them. Under the new regulations of the Committee of Council, I understand the course is very much lowered. The course now would have to be considerably raised and altered ; we should have had to have added many subjects, when I was connected with the training schools, for instance, Latin, Greek, French and German, various branches of physical science, a more extensive course of mathematics, before we could have trained middle-class schoolmasters.

6344. Would there be any appreciable difference between the social status of masters training for National schools and of masters training for the lower department of the middle-class schools such as yours, so as to make it inconvenient to conduct their training in the same building ?—I think not if you only aim at educating for the lower middle-class schools, but if you aim at educating for all middle-class schools, there would be a difficulty. I always like to appoint two

Rev. J. Jones, M.A.

31st May 1865.

classes of masters, and almost all the appointments that have been made since I have been in my present position, with the exception of those who have come from the school, have been trained masters or University men; for all subjects below the mark of University men, I would rather have a trained teacher than any other master, and I generally try to appoint trained teachers for English subjects and arithmetic, in fact for all below the higher subjects. You would have to introduce something more into the training school system, and you could not mix the better class of schoolmasters with elementary schoolmasters; in fact you ought to try to get training schools into which University men would go, because although University men know their subjects very well, yet they are not always efficient teachers; at all events, they would be far more efficient with some preliminary training.

6345. (*Lord Taunton.*) How long do you think it would take to give a lad of average ability and aptitude sufficient instruction in the mere science of teaching?—Not less than a year; I think it ought to be a year's course, two years would be better, but I should say in a year a great deal may be done under efficient management.

6346. Do you think it would be very desirable that they should be instructed by means of actual teaching in an actual school?—I think so; there would be this difficulty now in connecting middle-class training schools with the existing training schools, that you have no suitable practising school annexed, and therefore I say by the side of a school like ours the training school would be much more efficient, because there the student could see middle-class education in all its gradations.

6347. (*Sir S. Northcote.*) Is not a boy who is taught by a good master in a good system *ipso facto* trained by a system upon which he himself has been taught, does he not acquire a knowledge of the method of teaching by being himself taught upon a good system?—I think he does to a considerable extent, and therefore I say we like to get our own boys as masters when we can.

6348. Therefore a boy who has been well taught would require much less special training in regard to teaching than a boy who has not?—Yes, one of our boys comparatively soon becomes a good teacher.

6349. (*Mr. Forster.*) Referring to an answer which you gave a little while ago, in which you said, if it depended upon you, you would entertain the idea of attaching a training school of masters to your school at Liverpool, do you think that having such a training school attached would be any inconvenience to you in conducting your present school?—Not the slightest; I think it would be beneficial; they would act and re-act on one another.

6350. (*Lord Taunton.*) Are you in the habit of employing any of the boys in the school in teaching other boys?—Only very seldom, when a master is away ill; it sometimes happens that a master is away from illness or some other other cause, and then we are occasionally driven to get an elder boy to take a class.

6351. I believe it is the system of some schools to give the elder boys a certain number of younger boys as pupils to teach, do you think that there is anything objectionable in that practice?—I should say so; it is only a thing we do from necessity, not because we like it.

6352. Why do you think it would be objectionable, as a general rule, to entrust a certain number of the younger boys to the tuition of the elder boys?—For one reason I do not think that a boy would get sufficient influence over the class. Am I to understand that he is to teach regularly or only occasionally?

6353. I mean, for instance, that he should overlook those younger boys while they were preparing their lessons for the masters, and be to a certain extent responsible for the instruction of those boys, of course leaving the master subsequently to teach and instruct the boys? —I think if it were a systematic thing, if you put a boy regularly every day to do that, it might work very well, but if you put a boy on only an hour now and then it would work very ill, because he would not know his business, and the boys would not understand nor heed him.

6354. (*Mr. Forster.*) Would not there be this difference, that the schools to which the Chairman alludes were boarding schools, and therefore it would be easier to put the boy under the other boys?—Yes, if the elder boy is to instruct the younger boy, to do much good he ought to be at the work systematically two or three hours every day; if he is only engaged an hour occasionally, he does not do much good.

6355. (*Dr. Storrar.*) You said that you gave the boys who were at a distance from home their dinner for fourpence a head; does that pay the expenses?—Yes, I think there is no loss from it. The porter provides the dinner, and I never heard that he lost anything by it; in fact he would not do it if he did not make it pay.

6356. It is not a lunch, but really a dinner?—It is a dinner of meat and potatoes; good wholesome beef or mutton, and potatoes.

6357. And bread?—Yes, I think so. I never heard a complaint of the dinners since I have been there, so I have reason to believe that both parents and boys are satisfied.

6358. (*Lord Taunton.*) Will you continue your account of the studies of the school?—In the fifth form Latin and French are learnt by all the boys. Greek and German are alternative subjects, as in the sixth form. Chemistry is learnt by all. Mathematics is learnt by all; they do not get beyond Euclid and algebra. English history, English grammar, English composition, geography, writing, and arithmetic are also learnt by all; drawing we teach in the fifth, but not in the sixth form, because we have no time for it there.

6359. (*Dr. Storrar.*) If I understand rightly, in the fifth class drawing takes the place of statics, dynamics, and hydrostatics, in the sixth form?—Yes; of higher mathematics generally.

6360. (*Sir S. Northcote.*) What kind of drawing is it?—Our drawing master is the head master of the Government School of Art, and he teaches it upon the Government system. In the fourth form we have no Greek or German, but Latin and French. The course includes Latin, French, mathematics, English grammar, English history, geography, chemistry, spelling, writing, arithmetic, and drawing. In the third form Latin, French, English history, English grammar, geography, spelling, reading, arithmetic, writing, drawing, and Euclid. In the second form, Latin, French, drawing, arithmetic, writing, English grammar, English history, geography, reading, and spelling. In the first form, Latin, French, arithmetic, writing, English grammar, geography, spelling, and reading. In the preparatory school, reading, spelling, writing, arithmetic, the elements of grammar and geography, and they just begin Latin.

6361. Do you attach much importance to the teaching of drawing? —Yes, I think it is very valuable; it trains the eye, and makes the boys very much neater in all their work; it is particularly valuable in a commercial place where they must write well and do everything neatly.

6362. Do you find it valued by the parents?—I think so, in fact

Rev. J. Jones, M.A.

31st May 1865.

the parents of many of the boys in the commercial school who do not learn drawing, apply to me that their sons may be allowed to learn the subject.

6363. (*Mr. Forster.*) Chemistry being a very leading branch in your teaching, is it the case that in some trades in Liverpool it is made a special object that they should have had a chemical education ?—I do not know that it is made a particular point of, but of course a knowledge of chemistry is very valuable in different branches of manufacture and trade, in which chemistry is applied. I think its study was adopted by us because at the time our school was started the London University and educationalists generally were talking a great deal about physical science.

6364. Do you send many boys up to the London University ?—About one a year of our pupils, past or present, matriculates. I should hardly say he goes up ; he matriculates.

Rev. H. G. Robinson.

The Rev. Hugh George Robinson, Prebendary in York Cathedral, called in and examined.

6365. (*Lord Taunton.*) I believe you have turned your attention a good deal to the state of middle-class education in this country ?—Yes, I have for some time done so.

6366. Will you have the kindness to state what special opportunities you have had of obtaining information upon that subject ?—When I first went to York Training College about 10 years ago, we had in connexion with it a middle school, which was specially founded for the purpose of promoting middle-class education amongst the farmers and tradesmen of Yorkshire. It was under my direct management ; that was what first drew my attention to the subject. I was led from that to extend my observation as far as I could in different directions, and had the opportunity of getting information, with regard to the general condition of middle-class education throughout the country, and the different kinds of schools in which the middle-class people generally had their children educated.

6367. I think you have been the Principal of the training college of York ?—I was the Principal for nine years ; I resigned at the end of 1863.

6368. (*Lord Lyttelton.*) Was the Yeoman's School connected with it during the whole time you were there ?—No ; we transferred it. I found it in connexion with the training college, and not thinking it was working very well, and in many respects in an objectionable position, I recommended its being placed on an independent footing.

6369. How many years was it under you ?—I think three or four years.

6370. (*Mr. Forster.*) Then there was a third school, a model school ?—Yes, we established the model school subsequently as a day school for middle-class boys.

6371. (*Lord Taunton.*) The other was a boarding school ?—Yes.

6372. (*Lord Lyttelton.*) Is that model school still in existence ?—Yes.

6373. On the same footing ?—Precisely.

6374. Are the three schools still in the same building ?—No ; the yeoman's school, as we called it, had a separate establishment of its own, it was under a separate committee. The late Earl of Carlisle was the original founder of the school, in connexion with some other Yorkshire gentlemen, and they formed an independent committee. Their first

notion was to make it a kind of agricultural middle-class school; they proposed to have a farm in connexion with it; but that scheme never was carried out, and then it was placed under the direction of the Principal of the training college, because it was supposed, in the first place, they might get the education done more cheaply by means of the staff of the training college, and secondly also, I think, to assist a little the funds of the training college, which were not very flourishing at the time. (*See* Appendix A.)

6375. Is the model school in connexion with the training school in the same building?—It is closely connected with the training school; in fact, after we got rid of the yeoman's school, finding that we had a school-room at our disposal, and not having any school but what is called a practising school, it occurred to me to try to found a school which should be a model of what an elementary school ought to be. My first notion was, not so much to provide a school for middle-class education as to provide what might be the type of a good elementary school. Somehow or another, it very soon developed itself into a middle-class school. The fee was a little above the fee charged in elementary schools in York, and the consequence was, that the boys of a better class came, they staid longer and were more regular, and we carried the education higher. Then we raised our fees again; the Government demurred a little to making any Government grant, and in anticipation of losing all aid from Government, we doubled the fees.

6376. (*Mr. Forster.*) Up to what?—Up to about 10*s.* a quarter.

6377. (*Lord Lyttelton.*) Did the pupils of the training school teach in the middle school?—No; we never allowed them to teach, although I always used to make them attend that school during their second year's residence, and spend a certain amount of time in it, and observe the processes, take notes, and make abstracts, and send in, either to myself, or the master of method, a written account of the organization and working of the school, but we never allowed them to try their 'prentice hands on the boys at all; the school had its own staff.

6378. (*Lord Taunton.*) Was this boarding school extensively used by the middle classes of the city of York?—It was very popular in York.

6379. (*Lord Lyttelton.*) What were the numbers of it?—We very soon got the school up to 120; it was the maximum, we could not take more.

6380. (*Lord Taunton.*) From what class of society did they come; from the small tradesmen?—The majority of the boys I think were the sons of the smaller tradesmen, but we had the sons of persons of perhaps rather a higher grade.

6381. (*Mr. Forster.*) Any artizans?—Yes, well paid artizans and smaller tradesmen, and a few persons perhaps of rather a higher grade; small professional men.

6382. (*Lord Taunton.*) Any farmers?—A few farmers sent their sons from the country.

6383. It was a day school?—Yes altogether; we made no provision for boarding; we also had I think three or four sons of dissenting ministers.

6384. Was there anything peculiar in the system of the school?—I am not aware that there was anything very original; the school was organized upon a sort of tripartite principle; we formed it into three divisions, each division into two classes. We had a regular syllabus, a course of instruction laid down, and every boy passed through it, and rose from division to division by attainments. When a boy on examination proved himself qualified for promotion he was advanced into the

Rev. H. C. Robinson.

31st May 1865.

upper division, or to the upper class of his division. We had very frequent examinations, a good deal of written work, and a good deal that was learnt, was reproduced in writing; those I think were the two main features.

6385. Was any Latin taught in the school?—No, we began by teaching a little, but we did not carry it out; we taught French instead, ultimately.

6386. Your object was to give a good practical education for the middle classes of the city of York?—Just so.

6387. (*Mr. Forster.*) What age were the boys when they left the school generally?—The majority I think left us about 14, but a few staid till they were 15, some perhaps even exceeded that age, but as a rule they left at the age of about 14.

6388. (*Lord Taunton.*) May I ask what your impression derived from those various means of information is, as to the state of middle class education in this country?—I may mention perhaps one or two definite facts that have occurred to me, which will be better than a mere expression of opinion. I found when boys entered our model school, or indeed when they came to the yeoman's school, in either case, that those boys who had been brought up at private schools, who had been staying a year or two years at private schools, were almost invariably very much more backward than boys who had been at national or elementary schools under Government inspection; that is a point about which there was no question at all; we all noticed that, and we seldom found it to be otherwise. As to the school that the boys came from, we found that in the model school a considerable number came from the elementary and national schools of the town with a view to finish off, as they considered it, and others again, and a great many also, came from small private schools.

6389. (*Mr. Forster.*) By small private schools do you mean the small commercial academy, or do you mean the schools set up by subscription not under Government inspection?—I do not mean the latter at all, I mean small private adventure schools entirely in the hands of the manager for his own benefit, but in some cases they were little day schools in the city of that character, and in other cases they were boarding schools. There are two classes of private adventure schools of very much the same type, and I think about equally inefficient. There is the little obscure day school held by a man for his own benefit in the town, and the little equally obscure academy held by a man for his own benefit in the country, where he takes boarders.

6390. But generally making a greater charge than the national school?—Invariably charging a good deal more, and teaching a good deal less, that is as far as my experience goes. I was going to mention also, with regard to the yeoman's school, that we had a good many boys who had been at rather popular boarding schools of a type professedly above that which I have been referring to, and we found the same inefficiency, the same want of accuracy of attainment; many of the boys, whose parents had been paying a fair amount for their education at a boarding school for two or three years, were unable to read with anything like fluency.

6391. You say a fair amount, what do you mean by that?—As much, perhaps, as 30*l.* yearly for board.

6392. (*Lord Taunton.*) Are you of opinion that this great want of good means of education for the middle classes applies mainly to what may be called the lower division of the middle classes?—It applies especially to that division, but not exclusively. I think there is no doubt that the lower you go in the scale of the middle classes, if one

can make divisions, the more defective the education is, till you get to the class where it begins to merge into the artizan and operative class, and then they make use of the elementary national schools, and, therefore, they get a very fair education.

6393. Have you observed of late years an improvement in the means of education of what may be called the upper division of the middle classes?—I think, on the whole, I have.

6394. Do you think any corresponding improvement has taken place with regard to the schools that are available for the lower division of the middle class, for instance, of sons of mechanics, and for small farmers and small tradesmen?—I doubt very much if the private boarding schools have materially improved; some little light might have shone upon them by reflection from the educational movement in other directions; they may have picked up a few hints, and, as far as I can judge,—not having had very intimate opportunities of observing,—so far as I can judge from their programmes, prospectuses, and reports, they seem to have taken a few hints, but how they have worked them is more doubtful.

6395. Will you favour the Commission with any plans that you have considered for the improvement of middle class education?—So far as I have been able to form any theories on the subject they are these: It has occurred to me, in the first place, that it will never do to leave middle-class education to private adventure, because private adventure can never I think be profitable, and, therefore, can never secure an efficient education; the amount which private adventure schoolmasters can charge, with the hope of getting pupils, will hardly be remunerative, and, therefore, only inferior men will undertake the work, consequently it will only be done in a very inferior way; therefore, it is my opinion that the only resources we have are the establishment of large middle class schools, something on the principle of those at Shoreham and elsewhere, and the appropriation of some endowments for the purpose of middle-class education, and, in towns, the foundation of middle-class day schools similar in character to our model school at York.

6396. Do you mean by originating some local subscriptions in order to provide buildings and to give it a start?—I think the county middle-class schools and the day schools in towns must originate from local effort, and if there are no endowments available a subscription must be called for; there seems to be no alternative but either to carry on the work by private benevolence or by a national grant.

6397. Has it occurred to you that there would be considerable practical objection to applying public money in the form of national grants for the education of the middle classes of this country?—I am quite aware that very great objection would be felt, and many of the objections appear to be of considerable force. I do not feel personally so strongly perhaps as many would do the objection to applying the public money to such purposes. The public money is the money of the public, and the interest of the public is the object in view. The middle classes pay taxes with the rest of the community, and out of those taxes the lower classes are educated; they may claim to have some share of the money which they themselves contribute to be applied to their own education.

6398. Still if public money might be fairly applied to assist in the formation of a good scheme for middle-class education, do you think it would be desirable to throw a great part of the burden of educating the middle classes upon the public in the same way that the burden of educating the lower classes is cast upon them?—No, I would not say

Rev. H. G. Robinson.

31st May 1865.

so by any means; I think that middle-class education, once fairly set on foot, ought to be self-supporting, and with the aid of all these endowments which will be available I think it will undoubtedly be self-supporting; the difficulty would be at the outset. The first organization, and the providing the necessary machinery, would call for an outlay which probably never would pay any great amount of interest, and therefore that must be done either by public benevolence or by a national grant.

6399. Take a county school, for instance, do you think it would not be possible to raise within the county money to obtain the building and give a fair start to the school, and that afterwards it might be conducted on the self-supporting principle on terms sufficiently low really to admit the middle classes, even the lower division of the middle classes, to the benefits of that school?—I quite think it might. I think that if the scheme were started by private benevolence, by the efforts of persons of influence of the county, that when the school was fairly on foot it would become self-supporting, and I think that probably such an experiment as that which is being tried in Suffolk in the case of the Albert Memorial School would be a demonstration of that.

6400. Are you aware of the plan that has been attempted in Devonshire?—Yes, the West Buckland County School. I know something of that school; the master was sent there by me, and I have had constant communication with him.

6401. You are aware that it is proposed there, besides the county school, to group several counties, and to have a kind of county college to connect those schools?—I believe that is a favourite scheme of the clergyman who is interested in that school.

6402. What do you think of that scheme?—I have not thought much about it.

6403. You would propose simply to establish a school in some district or some county; would you make that a boarding school as well as a day school?—Decidedly a boarding school. I think the difficulty is with regard to boarding schools. In the more populous towns the problem might be solved easily enough by means of good day schools; it is a scattered population, where there is not a sufficient number of people to maintain a good, efficient, flourishing day school, that requires a boarding school.

6404. Do you think it desirable that such a school should be in a town, or that it should be at some distance from a town?—At a distance from a town, as far as possible from a town consistent with the obtaining of provisions and necessary things; there should be a railway within easy access, but I think the more removed it is in other respects from the associations of a town the better.

6405. To make such a school available for the yeomanry and tradesmen of a county, what sum do you think ought to be required for the tuition, board, and lodging of a boy?—My impression some little time ago, when I considered the subject, was that it might be done for 25*l.* a year; but I am rather disposed now, the more I think of it, to put a higher estimate. The tendency of all things to increase in cost is one reason for not fixing it so low as that; 30*l.*, I think, ought to make a school self-supporting beyond all question.

6406. Do you think that that sum in Yorkshire, for instance, would make the school available for a very large proportion of the middle classes?—I have no doubt at all that a school in Yorkshire, of the character which we are speaking of, charging 30*l.* a year, would be very soon filled if it were launched under auspices that secured the confidence of the public.

6407. Do you think it would be possible to avail yourself of the existing grammar schools in organizing a system of good middle-class education throughout the country ?—It has occurred to me that that is the very best resource at the disposal of the country ; that there is a fund of opportunity there that has never been sufficiently thought of or realized.

6408. Will you favour the Commission with any opinions that you may have formed as to the mode in which that might be effected ?—In the first place it is, I think, obvious enough, and now, I believe, generally admitted, that a very large proportion of our grammar schools are of very little practical use as purely classical schools ; the facility of communication is more and more leading to a few prominent schools drawing to themselves almost all the higher education of the country. It has occurred to me, therefore, that the general education of the country would best be served if one such school were set apart for each district, and the country were divided into districts, and in each district there was one grammar school, the most prominent and most efficient, and the most accessible, reserved as the highest school of the district, giving a thoroughly classical education to those who desired such an education, and round that were grouped the minor grammar schools as middle-class schools; in some cases where the endowment was small two or more might be amalgamated, and exhibitions might be founded from the middle-class school to the high school, for the benefit of any promising boys of the lower grade who might show ability and might wish to prosecute a higher range of study and obtain a liberal education.

6409. Those grammar schools are, I believe, very unequally scattered throughout the country ?—I think, as far as I know, the majority of towns of any population have their grammar schools ; and in some cases certainly those grammar schools are at present very little used. I have before me at present a school in my own neighbourhood, the Skipton Grammar School, which has a very large endowment, and which is doing little good. If the estates of that school were properly managed they would be worth at least 1,000*l.* a year. It is doing nothing as a classical school ; some of the boys are learning Latin, but their Latin is of a very elementary character ; those who learn English only, comprising the majority of the school, are not learning it in a very methodical way ; the school is neither a classical, a middle class, nor an elementary school ; it contains some of the defective features of all three.

6410. Probably the master has very little inducement to take much pains in teaching the boys ?—He is too well paid before he begins to teach.

6411. In the case of any small endowments, say of 10*l.* or 12*l.* a year, what would you do ?—If they were in towns I should be disposed to get rid of them altogether and raise a capital sum in lieu of them, and build a good model school-room with that sum.

6412. What would you do in a country village ?—They very often are very troublesome matters in a country village ; I do not know what to do with them. I should say in some cases, if such a measure could be ventured upon, half a dozen of them should be taken together and amalgamated into one and employed to assist in founding a good middle school for that neighbourhood.

6413. (*Lord Lyttelton.*) You would turn them into money ?—Yes, capitalize them.

6414. (*Lord Taunton.*) You seem to be of opinion that even independent of this scheme of reorganizing and re-distributing the endowed schools, yet even as they are, the schools require to be

Rev. H. G. Robinson.

31st May 1865.

improved extremely, and their funds made much more available for the purposes of education?—I should not like, of course, to generalize from the few facts under my observation, but it would be my impression, certainly, that in many places where the grammar schools are not inefficient as grammar schools, they are yet so unadapted to the conditions of the place, that they are doing practically little or no good in the district for which they were intended, and of course to any other districts they are not by any means available.

6415. And they labour under this defect, that the master really has no inducement to make his school useful and popular?—If he has, he exerts it in the direction of getting private boarders from other parts of the country who come to him because he has a connexion, and who no doubt get a good education, but who would get it equally well, if the school was not there at all, from somebody else.

6416. So that the objects of the founder are only nominally carried out, but in reality are defeated?—Very much so, I think, in many cases. I say that with regard to schools of which there can be no doubt that the master is an efficient man and the education is good of the kind. I collected, some little time ago, some facts with regard to Ludlow Grammar School, where I believe the head master is a good scholar and an efficient man, but where the inhabitants of the town, and it is rather a populous place, make very little use of the school. The boys in it are chiefly boarders. The education is thoroughly classical. There are three or four exhibitions to the University, and they have been in abeyance I think.

6417. Are you of opinion that the grammar schools often suffer from the character of the governing bodies?—Certainly they do in some cases. With regard to the school I first mentioned, Skipton school, the persons who have the appointment are not the persons most likely to form a good judgment as to what the head master of a grammar school ought to be. The appointment of the Skipton Grammar School is in the hands of the rector of Skipton and the 11 churchwardens of the surrounding parishes and hamlets.

6418. (*Mr. Forster.*) The answers that you have given the Chairman have been with regard to the better application of the endowments of grammar schools; would you have any suggestions to make with regard to anything that should be done by the State out of State money?—I hardly feel at liberty to make any suggestion on that point. It is a point that I have not made up my own mind very decidedly about. I see a great many objections to employing State money in reference to middle-class education. If it were done at all, I should like to see it done on the most general and comprehensive plan; that is to say, the whole education of the country so reorganized and re-adjusted that there should be no distinction of class in the matter of receiving State aid, but a regular system of schools from the lowest to the highest, all receiving assistance either through endowments or public money.

6419. By that answer I should imagine you would be alluding to some such system as there is in America, of schools supported out of local rates?—Something of that kind.

6420. There have been one or two proposals made to the Commissioners for State action, on which I should be glad to have your opinion. First, with regard to a compulsory certificate to schoolmasters such as you may be aware the College of Preceptors give, what is your opinion on that?—I should be glad to say a little on that subject. You refer to scholastic registration. I altogether agree with that proposal in its general character, and in fact have taken some little part in trying to bring it under public notice.

6421. (*Lord Lyttelton.*) In your paper read before the Social Science Association at York, you adverted to that subject?—Yes. Sometime ago I wrote an article on the subject; it was published in the "Museum," an educational journal published in Edinburgh. I was instrumental in getting up a meeting in York of the schoolmasters and persons interested in education.

6422. (*Mr. Forster.*) What advantage do you think would flow from this registration?—It would exercise a very wholesome check, I think, upon the professional schoolmaster; it would make it less likely that any man whether competent or incompetent would take up the trade for want of a better.

6423. A difficulty that has occurred to the Commission and to most of the witnesses examined before them, would be the difficulty of imposing any penalty, how would you meet that?—In very much the same way that it is met with regard to the Medical Registration Act. I think by the provisions of that Act any practitioner who chooses to kill or cure his patients without being registered, cannot recover his fees for doing so. I would apply the same principle to education, that the fees for board and tuition should not be recoverable in any court of the country unless the master were registered.

6424. There has also been a suggestion made for inspection by inspectors appointed by Government—a twofold suggestion, one, that the Government should offer inspectors, and another that the Government should compel schools to submit to inspection. Have you any opinion upon either of those suggestions?—Yes, I have thought a little on those subjects. I think with regard to endowed schools, supposing that any reorganization of the endowed schools takes place, the Government would be quite entitled as the guardians of endowed property to make inspection compulsory. So far as those schools are concerned I feel no doubt. I think, as far as regards private adventure schools, if they went on, and I think they would to a certain extent, it could only be offered. With regard to county schools it might also be offered. The only objection that I see to a complete central system of inspection is the tendency to bring middle class education to too completely uniform a system, and the only way of meeting that, that has occurred to me, is, if you have districts, to have county boards amenable in some respects to a central board, but themselves exercising the right of inspection by their own inspectors, so as to de-centralize the system a little.

6425. Have you at all considered the mode in which you would appoint such a board?—I think that the boards might be appointed, partly from the central board, and partly by the promoters of education. The boards, in that case, would control both the endowed schools of their district, and the public middle schools—the county schools, if such schools existed; therefore, they should be partly elected, and partly nominated.

6426. You spoke of a central board; of whom would you form the central board?—Of persons appointed by Government, as a kind of standing commission.

6427. Most of the witnesses who have been examined have stated that the great want of middle-class education is the want of trained masters. Do you agree in that opinion?—Very decidedly indeed I think, as far as my observation goes.

6428. Would you attempt to supply that want by any State action, or the establishment of training schools?—I think it is very desirable indeed that middle-class training schools should be established. Seeing the effect upon elementary education, I have no doubt at all that the

Rev. H. G. Robinson.

31st May 1865.

result would be very highly beneficial to middle-class education; that probably no one thing would give a greater impulse to the improvement of middle-class education than the provision of a staff of thoroughly qualified masters.

6429. (*Lord Taunton.*) Do you think that the funds of the endowed schools in part might fairly be applied to such an object?—I think, in some cases, they might very fairly be applied in that way. Some endowments might be found, which, from being of no local use, might very well be de-localized for that purpose.

6430. (*Mr. Forster.*) Do you not think that, to a great extent, such a training school might be expected before long to become self-supporting from the fact that it would raise the condition of masters, enable them to charge higher sums, and therefore be an inducement to young men to come to such schools, and to pay a reasonable sum for training?—If you can only do anything to raise the position of the schoolmaster, and make his position not only socially better, but a remunerative one, he would train himself if training was required. There is no doubt of that.

6431. There is, I believe, money in the hands of the Charity Commissioners that might be made use of for the purposes of education; do you consider that any such fund might be properly used for the establishment of such schools?—You mean money expressly for educational purposes?

6432. Yes?—I think it very probably might. I do not, of course, know all the incidents connected with it.

6433. If you were to be asked to establish a training school for middle-class teachers, to what extent would you alter the programme that was adopted at the training school that you yourself superintended?—I would introduce a certain amount of Latin, and carry mathematics a little higher, and also introduce an element of physical science.

6434. That brings me to a question on which I should be very glad to have your experience. Of course, you are aware that it is stated that the great advantage of classical education is not merely the knowledge that is thus given, but the training of the mind. Did you find a want of that training—a want of a good machine for training the mind—in the fact that you did not give a classical education to the young men at the York Training School?—I do not think that, so far as we could have given that class of young men a classical education, we should have mended the matter very much in their case by doing so; but I found this with regard to them, that there was a want of mental resource—they were apt to be very mechanical—they learnt things and reproduced them as they learnt them, and did their work as they were told, but they had not much self-reliance or much power of organizing for themselves.

6435. By which of these studies in which they were taught did you chiefly try to supply the want of classics as a mental training?—The two subjects which at York we looked to as being most effective, and which probably would be considered so everywhere, were geometry and English language.

6436. In geometry, you went through all the books of Euclid, I suppose?—We took them through the first six books of Euclid in some cases, but the Government altered the programme, and they did not get more than three books; but three books of Euclid thoroughly well mastered is a very considerable discipline.

6437. Taking English grammar, do you consider that you made your teaching of English grammar so precise and definite that you gave them as good a knowledge of grammar generally as would be got at

most of the grammar schools by teaching Latin ?—No, I should hardly say that, because the English grammar cannot be taught in the same definite way that Latin can with a view to the principles of grammar ; the constitution of the language does not admit of it.

6438. I suppose, from your answer, I may rather conclude that the chief reason why you would not add classics to the education of masters for elementary schools would be the very great difficulty of their having any classical knowledge before they came under your care ?—Just so, and the comparatively short time they were under our care. I may observe with regard to that, that I would insist upon even pupils in training colleges for elementary schools being well grounded in the Latin grammar, because I have always found in teaching English grammar that if we had the Latin grammar to appeal to, we could make many points of English much more intelligible to them, and it gave us a sort of basis of operations for making the English language more disciplinary.

6439. Taking it for granted that you would give some classical education to middle-class schools, and that you would give a classical education to the masters who were trained for those schools, to what extent would you teach classics to schools at which boys were expected from the circumstances of their parents to leave not later than 15 ?—Of course I should teach Latin only ; I would not attempt Greek. I would teach Latin more with reference to its bearing upon English than with reference to classical literature. I would, therefore, endeavour to teach it so as to bring constantly before their minds the relations between English and Latin and the principles of general grammar that you can derive from the teaching of Latin.

6440. For instance, would you take up any time in Latin verses ?—Certainly not, in a middle school.

6441. I think I gather from your answer to the Chairman that it is your impression that a good many grammar schools have been diverted from their original purpose of being middle-class schools to being higher class schools by the fact of their giving a classical education which the middle-class parents do not think advisable for their children to have ?—Just so. In many cases where the grammar school has retained its purely classical character, the inhabitants of the town where it is situated, have, with few exceptions, ceased to make use of it because, the education being purely classical, it did not suit the great body of the middle classes who formed the bulk of the inhabitants of the town.

6442. They would not be able, I suppose, to keep their children at that school sufficiently long before sending them to earn their living, to obtain any classical education that would be of any real service in itself ?—Probably, with the views in life which they had for them, a classical education would not, according to their notions of what is useful, be useful or available for any purpose.

6443. (*Lord Taunton.*) Would you, with the view of making these grammar schools as useful as possible to the middle classes, wish to strip them altogether of their classical character ?—I would go a long way towards doing so, I must confess, to be consistent with my own view, but I provided that one should be retained in each district which should preserve its classical character.

6444. The high school ?—The high school, and that the others should be middle-class schools in the strictest sense of the word, giving a thoroughly good middle-class education. According to my notion of what middle-class education ought to be, they would teach Latin, but

Rev. H. G. Robinson.

31st May 1865.

not for the sake of giving a classical education, but because I think it is a very important element of all education.

6445. (*Mr. Forster.*) I suppose that your idea would be to alter in the small towns, the constitution of the grammar school, so as to exclude Greek and to give that amount of Latin which you have described as what you would consider advisable in a fresh school started for the middle classes?—Just so.

6446. (*Lord Taunton.*) Do you think it would do to make Latin optional without making it compulsory?—I should be disposed to make it compulsory.

6447. (*Lord Lyttelton.*) As an instrument for learning English and the principles of language?—Yes.

6448. (*Lord Taunton.*) I presume if a boy in one of these schools showed an aptitude for classical studies you would not object to leaving the master discretion to lead him further in those studies, even at the elementary schools?—I see no objection to that so long as it is distinctly understood that the programme of the school is of purely middle class character.

6449. (*Mr. Forster.*) And I suppose so long as this special education of a particular boy did not interfere with the education of the boys generally?—Yes. It might be possible perhaps in connexion with the organization of the schools to have an additional charge for a certain number of extra subjects; in fact that occurred to me as being one of the means of meeting the difficulty arising from the various grades in the middle class, and the respective ability of one class or the other, to pay the school fee. I would suggest in organizing a middle school, a boarding school particularly, that the fee should be made as low as possible, and that just those subjects should be taught for the fixed fee that are *bonâ fide* middle-class subjects, but that a few extra subjects should be allowed with a higher fee, which would enable persons in rather better circumstances to use the school and to add to its revenue, therefore, without cutting off the poorer portion of the middle classes from the advantages of the school.

6450. Would you make French generally a study in these schools?—I should certainly.

6451. Would you make it compulsory?—I should be very much disposed to do so, considering the relations between this country and France, and the bearing of trade.

6452. You would make it compulsory on every boy to learn French?—I would. On this ground I think the programme ought to be laid down so distinctly that persons sending their children must acquiesce as a matter of course, if they use the school; they must take it as they find it. I have seen many disadvantages arise from the parents expressing a wish that a child should be taught this, that, and the other, and many schools have suffered very much from the right of option being given.

6453. I think I should gather from your answers with regard to small endowments, that you would think that in many cases they are very little used, and that they merely save the pockets of persons who ought to subscribe towards the education of the district from subscribing towards the National school?—In some cases certainly the small endowments have been found rather to impede than promote the progress of the education, because in connexion with those small endowments it very often happens that the master has a kind of freehold in the school, and an incompetent man is put in and stops there, and nobody can remove him.

6454. You have suggested that the best mode of dealing with these small endowments would be to sell them and apply the capital. There has been another suggestion made to the Commission, that they should

be kept as some advantage to the locality in which they exist by being used as exhibitions for the cleverer boys of poor parents to obtain an education at a middle-class boarding school, which they would not otherwise be able to afford; what do you think of that suggestion?—I think I said something just now with regard to exhibitions. I should like to see in connexion with any movement in favour of middle-class education a regular system of exhibitions of that kind, exhibitions which would enable the most promising boys from the National school to get to the district middle school, and exhibitions from the district middle school which would enable the most promising boys to get to the high or grammar school.

6455. At present I suppose there are no means in these villages in the West Riding, for example, where there are endowments by which the son of a labourer who shows any aptitude for study can obtain anything approaching to a gratuitous education?—Not unless it be in the exceptional case where there is a good grammar school in the neighbourhood, and his friends send him to that and wish to make a scholar of him. There are a few men who get their education in that way, and they get to the University.

6456. There are several villages, are there not, near where you live in which there are endowments of some considerable annual income for education?—We have one of our own.

6457. (*Lord Lyttelton.*) In the paper read before the Social Science Association you suggest that the University of London might be entrusted with the duty of granting degrees for diplomas of qualification to schoolmasters. Do you think the University of London would stand as well and carry as much weight with the country by itself as if it were united for that purpose with the two old Universities?—I think if I remember rightly I made use of that statement in respect to scholastic registration. As you are aware, if the principle of scholastic registration be applied, then every man who undertakes to teach a school must have a diploma, but it is desirable if the system is to work at all, that the opportunities of getting the diploma should be as numerous as possible, therefore a considerable number of bodies differently constituted with different views and tendencies should have the power of granting the diploma, as in fact is the case with regard to medicine. Amongst others I suggested that the University of London from its position might very well take up the work of education and be entitled to give diplomas, and even to found a chair of pedagogy.

6458. Do you mean the University of London to have the exclusive right?—By no means. I did not mean to suggest that, but it occurred to me that probably the older Universities would not be disposed to take up the subject of education for the middle classes in the same practical way.

6459. It has been suggested to us by several witnesses that the State, instead of constituting a body of its own a Government office for this purpose, should so far interfere as to create a body from the three Universities of Oxford, Cambridge, and London for this particular purpose, and give to that one body this duty. What you say now is that you would prefer to have several bodies with a concurrent power rather than one?—That was the notion that occurred to me; I am not prepared to say that on maturer reflection I should prefer it because I have not thought of the other. The view that occurred to me was that the Universities of Oxford, Cambridge, London, Durham, Dublin, and in fact any recognized Universities of the country, and some other bodies besides (I should not be prepared to say exactly the College of Preceptors, but other bodies), should have the power of granting diplo-

Rev. H. G. Robinson.

31st May 1865.

mas, and that a diploma from any one of those bodies should be looked upon as *primâ facie* evidence of the qualifications of the master, and should entitle him to registration, and that registration would entitle him to the full privileges of practice as a schoolmaster.

6460. It would be independent and concurrent action on the part of the several recognized bodies?—Yes.

6461. (*Lord Taunton.*) Do you think there would be no danger if several bodies were entrusted with the power of granting these diplomas that it might fall to a very low standard unless there was some controlling power?—Some controlling power would be required, but my notion was to make it as acceptable as possible to men of all views and opinions.

6462. (*Dr. Storrar.*) Do you think it would be possible in any university to establish a degree of qualification in pedagogy as distinguished from a degree of qualification in attainments?—I think what is commonly now-a-days called pedagogy is reducible to a kind of science, and may be treated as such. What we used to call school method and school management is a definite thing, and there are right ways and wrong ways of teaching and of organizing a school. It might be very easy to draw out a scheme which would imply a very considerable amount of knowledge on that subject, which every school master ought to possess more or less.

6463. This subject has been discussed elsewhere; but it has been felt that while there is no difficulty in establishing a standard of literary or scientific qualification, such as for instance could be measured in the University of London by the matriculation examination, by the first examination for bachelor of arts, or the first examination for bachelor of science, or by the examination for the full degree in arts or in science; there is a difficulty in introducing any kind of *curriculum* or test by means of examination in the special art of teaching; do you think that that could be done?—I think it could. No doubt it is a subject that may appear to have a certain amount of vagueness about it, because there are different theories and views as to how the teaching should be carried on; but there are many points which if such a degree were given would assume, very soon, a definite form. It would be quite possible, I think, not only to examine candidates on paper for that degree, but to test them practically by putting a class before them.

6464. Probably your opinion would be that those views would be developed by the experience derived from the middle-class training schools?—They would, to a very great extent. The elementary training colleges have already gone a long way towards developing what one may call the science of pedagogy. The science of pedagogy is recognized abroad. I am not sure whether they have any professor of the art or science, or any examination. The Government did indeed as a matter of fact examine all National schoolmasters in that subject, and every National schoolmaster taught before the Government inspector, and was marked for his lesson. The subject would divide itself into such heads as these: the best arrangement of a school; the organization of classes; the course of study; and different methods of teaching different subjects. Closely connected with that of course would be the whole subject of mental and moral philosophy.

6465. (*Sir S. Northcote.*) Your proposal amounts to this; that no person is to be qualified to teach, and to claim his fees for teaching in a court of law, unless he is registered: do you mean that some kind of examination should be a condition precedent to registration?—Yes, but not necessarily conducted by those persons to whom the duty of registering is committed. I think, if I am not mistaken, in

the Medical Registration Act there is a board of registrars appointed, and every practitioner, or every would-be practitioner, has to present to that board his diploma, and if that diploma is satisfactory, that is, if it is properly endorsed, he is registered, and then their work is done.

6466. (*Dr. Storrar.*) In fact the qualification is registered in that register, so that the public can look to the name of a practitioner and see what his qualification is?—Just so, it prevents the possibility of a man undertaking the work without any aptitude at all for it, or without any attainments which would make him a competent teacher. There are a very considerable number of private adventure schoolmasters, who are, one may venture to say, utterly unfit for their work, morally and intellectually.

6467. (*Sir S. Northcote.*) Do you apply that to all classes of schools? You would not require, of course, from a person who is to teach a National school the same qualifications that you would require from a man who is to be the master of a school like Eton, Cheltenham, or Marlborough?—Certainly not. My suggestion with regard to the different bodies who had the power of giving the diplomas would exactly meet that.

6468. Would not they all be put on the same register, and would not a man who once was upon the register be qualified to receive and demand his fees whatever class of school he was teaching?—I should meet that by requiring that a man should register himself for a particular grade of education.

6469. Do you mean that you would divide schools into these grades, and that you would say a man who is registered, as of grade A, is only to teach any schools of such and such a class, and a man of grade B is to teach schools of such and such other class?—Not, perhaps, precisely so; I would graduate the diplomas. The man who held the highest diploma, who was entitled to teach at Eton might, if he choose to do so, go and teach in a National school; but I would not allow the National schoolmaster to teach in a higher school. A man might register for any grade, but the middle-class grade should cover the National school grade.

6470. This proposal renders necessary a classification and grouping of all the schools in the kingdom?—That is to say, not only a general division of the schools, but each individual school must have a distinctive character, and be called either a middle or an elementary school.

6471. Must not some such classification necessarily follow from such a system as you are suggesting?—Yes, it would be necessary no doubt for a private schoolmaster who opened a school on his own account; he must give that school a designation, and register it as a middle, upper, or elementary school.

6472. Do you not think that there would be considerable difficulty in doing that?—I think there would be no difficulty in his coming forward and saying, "I wish to open a school, and I propose to call that school "a middle school, I therefore apply for registration as a middle-class "schoolmaster." He opens his school as a middle school. I see no difficulty in the working of that system; the onus does not fall upon the governing body, but upon the individual himself. He must class his school for himself.

6473. You would not allow him to take different classes of boys into the same school? How would you meet a case in which you had a principal of a school, which school had a commercial division and a classical division, would you require certificates in both?—If a school

Rev. H. G. Robinson.

31st May 1865.

were avowedly of that character, he should have a higher certificate which should cover both.

6474. Would you apply that to the under master as well as to the head master? Would you not allow him to take assistant masters without certificates?—I should not be prepared to extend the system to anybody but the person actually responsible for the working of the school, the master of the school properly so called. It seems to me that, with regard to private schools, you would get what you want, viz., some guarantee of efficiency. You would also effect that which appears to me to be equally important, some revision of the schoolmaster's position as the first step to get better men into the profession. It is not merely, I think, the effect on the public in protecting them, but the effect on the schoolmasters in giving them a better status, and making the profession rather more desirable than it is.

6475. Would you extend it to the case of private pupils? Would you allow a man to recover fees as a private tutor if he had not been registered?—No, I should not extend it to that case, because it is easy to draw a distinction between a school and a private family. Perhaps Sir Stafford Northcote meant private pupils taken by a clergyman in his own house.

6476. I will take the case of private pupils, taken by a clergyman in his own house?—I think I should require registration there, as being the easiest course to obviate all difficulties.

6477. Even if he took a single pupil?—He would probably intend to take more if he could get them. The exceptional case I think would not cause very much difficulty, because probably he would understand with whom he was dealing.

6478. (*Lord Taunton.*) Do you think there is any reason to complain of the social status of a good schoolmaster in this country?—I think so in one sense. I think the existing schoolmasters probably have as good a position as they deserve, but I am afraid that a great many of them do not deserve a very good position.

6479. The higher class of schoolmasters attain the chief positions in our church?—With regard to the higher class of schoolmasters there is no complaint to be made. I speak rather with reference to the middle and especially the lower middle class education, and the persons in whose hands that education is.

6480. You think they do not obtain as much consideration as is due to the acknowledged importance of their labours, and the state of their acquirements?—I cannot think that persons of that class occupy the social position that the importance of their duties does entitle them to look forward to.

6481. (*Mr. Acland.*) Do you not think that some very respectable schoolmasters are lowered socially by reason of the public not being able to distinguish between them and great charlatans?—Precisely so; that is one reason why I wish to see a scheme which would obviate that.

6482. Do you think that the one class of schoolmasters drags down the other, socially?—I do.

6483. (*Sir S. Northcote.*) Have you ever observed anything to show whether parents in the middle classes are at all conscious of the deficiencies of education, and desire to obtain better education for their sons?—I have certainly seen what has led me to conclude in many cases that the parents were very little able to appreciate a good education, or to understand the difference between a good one and a bad one. That is one reason why I wish to see some kind of protection for them.

6484. So far as you can judge, you do not think there is what we may call an effective demand springing up among the parents of the

middle classes for the education of their children?—Not among the lower middle classes.

6485. (*Lord Lyttelton.*) Have you observed among the middle classes any sense of the deficiency of the education which they have themselves received?—I have heard the middle classes often make the remark that they have never had much schooling, and they were very sorry for it, and would take care that their boy got some schooling, but I have seen them carry out their purposes in a very imperfect and injudicious way. I may mention, to illustrate that, one case which occurs to me now. When I had charge of the York yeoman's school, a farmer came to me and said that he had three boys. He said that he never had had any schooling himself, but he was determined that his boys should not be without it. He said, "I cannot afford to give them all a thorough "education, and I think I ought to do as much for one as the other; I "will divide a good education among the three;" and he sent them alternately, turn by turn, to the school.

6486. (*Mr. Acland.*) I think you stated that you did not propose to apply the registration system to assistant masters or ushers in schools; can you suggest any method by which their qualifications and social status could be raised?—I think that their condition would be very much altered by the registration of their superiors. The post of usher would then be more absolutely than it is now a step towards the higher office, particularly if there were training colleges connected with middle class education. Young men coming out of those colleges would serve as ushers, and rise from lieutenant to captain as a matter of course. Now a days, a man becomes an usher and continues an usher either till he is worn out or till he can get into some other line of life more congenial to him; as a rule, he does not rise necessarily to any position, and never has the opportunity of becoming a master himself.

6487. Do you think you may safely rely on the improvement of what are called the principals of schools for all the practicable means of improving their assistants?—I think the combination of that with the training school system, which of course is part of the general scheme, would result in the improvement of the assistants. Improve the principals and you will find the subordinates improve very rapidly.

6488. When you spoke of compulsory subjects just now, your answer might mean, as I understood it, either that certain subjects should be necessarily taught in the schools as a part of the school programme, or that they should be necessarily learnt by the boys; which do you mean?—I meant learnt by the boys. I was speaking of the programme in reference to its effect on the pupils, not on the master.

6489. You would then propose that all these compulsory subjects should be included in one general rate of school fee?—Yes. I would leave out nothing that was really essential in the view of those who are to decide what is essential. Anything that was really essential to good middle-class education I would not leave optional.

6490. Would you have one rate of school fee to include all the most important subjects?—All the essential subjects.

6491. Would you necessarily charge an extra sum for all the subjects which you might not think essential?—My scheme would be this; to fix, in the case of any school, the programme of studies; to lay down a certain number of subjects as essential, which should be taught to all, and for which the minimum school fee might be paid; and to have a number of optional subjects, with additional payments which the boys might learn or not, according to the wishes of their friends.

6492. Do you not think that there might in such schools be cases in which, say, either Latin or French might be selected by some proper

Rev. H. G. Robinson.
31st May 1865.

authority, so that either one or the other should be taught without either being an extra?—I think that alternative subjects might be placed on the list.

6493. You were asked a question about the appreciation of Latin by the middle classes; looking at the influence which has already been exercised on the country by the training-school system, and other causes which you have no doubt noticed, do you think it likely that Latin will be more appreciated in the next 20 years than it has been in the last 20 years by the middle classes, or less appreciated?—I think, if the thing were left to itself, I should be disposed to say rather less appreciated, but if a direction be given to public opinion, by putting forward the claims of Latin in the way I propose to do, it would very soon be appreciated.

6494. I think you mentioned that you thought Latin important in the training of schoolmasters for the elementary schools, and I think you also mentioned that, of late years, the regulations of the Privy Council had very much discouraged Latin; is it your opinion that any such discouragement of Latin operated rather unfavourably on the mental training and elasticity of those training pupils?—In that particular case I am not prepared to say that it did, because, under the old system, there was so much to do that nothing was ever very effectively done; and, therefore, on the whole, I approved of the changes made by the Government, not for their own sake in the abstract, but from the conditions of the training colleges, which made it advisable that there should be an abatement of the subjects.

6495. Then you would think it desirable now, consistently with giving a thorough practical character to the education, that masters, whether in training for elementary or middle schools, should, as a matter of course, have some knowledge of Latin, with a view to their knowledge of English grammar?—I think so. The English language would be learnt by them much more thoroughly if they knew a little of the elements of Latin.

6496. It was suggested by a member o the Commission, that any unapplied funds in the hands of the Charity Commissioners might be applied to the foundation of middle-class training colleges; is it your opinion that a separate training college for the middle class, as a class, is desirable?—I hardly see how a training college for the benefit of middle-class education could be established in any other way. It could not be united with the elementary schools, I think, very well.

6497. (*Lord Taunton.*) Do you think it would be desirable to attach a middle-class training school to a middle-class school?—I think that might be done in some cases with very good effect.

6498. (*Lord Lyttelton.*) Putting it conversely, you would attach a practising school to the training school?—You must do that; you cannot have a middle-class training college without a good model and practising school. You might train a certain number of middle-class schoolmasters very effectively in a good model school.

6499. (*Lord Taunton.*) It was suggested by a very intelligent witness, Mr. Jones, the master of the Liverpool Institute, that it would be very useful to attach a class of young men, specially destined to be brought up for tuition, to the great school of which he is the master; and he went so far as to press that point upon the governing body of his school, though unsuccessfully; are you of opinion that some means of that sort might be resorted to with advantage?—Just so; that something of the pupil-teacher system in fact might be applied to middle schools.

6500. (*Mr. Acland.*) Then you would not on general grounds think

it desirable that the class of schoolmasters should be brought up in a separate establishment as masters, but you would let them form part of a general system of education for the middle classes, out of which, as from one of our public schools, boys would go into different lines of life ?—I did not state the second alternative as being in itself preferable to the first, but as two courses that might very well go on together. I see no objection to bringing up schoolmasters in an independent training school, although I said at the same time that young men might be trained in good middle schools.

6501. (*Lord Taunton.*) Do you think an accomplished middle class schoolmaster would, generally speaking, be very competent to train others for the purposes of tuition ?—Not every middle-class schoolmaster, not even every good middle-class schoolmaster. He would be able, if he were a good schoolmaster, to show them the more practical and mechanical details of the work ; but there is a great deal to be done besides in training the men, and that he might not be able to do. The advantage of the separate establishment is that they get not only a knowledge of their profession, but they get general information also in a way that they otherwise would not do. In regard to elementary training colleges, I saw a good many objections to bringing young men together of one class for one specific purpose, and keeping apart from them young men of any other class, but still I felt that on the whole there was no better way of doing what required to be done ; that although in some cases young men might get a very fair knowledge of their profession from being in a good school, yet that their education, their mental training, the forming of their minds and characters, could not be carried on simultaneously with the study of their profession, unless you had them together in a college under discipline.

6502. (*Mr. Acland.*) Do you not think that the measures which have been taken in this country for the conduct of training schools were, in part, forced upon England owing to the neglect of the subject before, and that they are in some degree transitional and provisional, and may therefore merge in a more healthy system of general middle class education ?—I could hardly say. I quite agree that the neglect of the subject in all time past had left us without any efficient body of men to teach the lower class, and that therefore the training colleges became necessary, and they had to be forced up to a kind of rapid high pressure system ; but I think the only change which I can anticipate at present is an extension of a similar system to the middle classes, where the want is nearly as great as it was in the lower classes.

6503. You do not think, under existing circumstances, whatever may be the case hereafter, that the foundation of good county grammar schools would supersede the necessity of a special provision for teaching the teachers ?—I can hardly think that it would under the present circumstances.

6504. To come to these county schools, do you think it would be desirable that there should be a training school for every large county, or for every two or three small counties, or should you think that a much smaller number would be sufficient for the wants of England ?—My own view would be that, if possible, it is desirable that each board should have its own training school, and that would make the training schools smaller. My own impressions are in favour of a small school.

6505. Such training schools would, if I understand you correctly, be, not simply training schools, but training schools *plus* a good middle-class school, or grammar school, under the same management ?—Yes ;

Rev. H. G. Robinson.

31st May 1865.

the object of that middle-class school being primarily the training of the teachers, and secondarily the training of the children who come to it.

6506. Do you think it would be possible to attach any such middle schools to any existing training schools if the Government can be induced so to enlarge their scope ?—I should rather doubt whether the two classes of persons would harmonize very well.

6507. When you speak of county boards, and the capitalizing of small endowments, do you think that those county boards would be bodies well suited to decide on the application of such endowments within their district ?—I conceive they would be chosen from the persons most competent to decide in their respective districts. I should expect that the country would get for that service the men of the highest position in the county.

6508. That local board then would be sufficient for the purpose ?—Yes.

6509. (*Lord Taunton.*) Will you have the kindness to put upon paper any opinions which you may have formed upon those points ?—I shall be happy to do so. (*See* Appendix B.)

6510. (*Mr. Acland.*) As to the cost of education, I think you said that you thought about 30*l.* without doubt would be a sufficient fee for a county boarding school; in that sum how much do you reckon would be spent for teaching ?—I think that if you put 12*l.* or 13*l.* for teaching, and the balance for maintenance and household expenses, it would about represent the sum.

6511. Do you in that estimate presume that the buildings are provided ?—I suppose that the building has been provided, and all expenses connected with it cleared off, and the school started fair.

6512. Except rates and taxes ?—Yes, except current annual expenses.

6513. So that in your judgment we might take 12*l.* a year as a sufficiently remunerative sum for education in a county town ?—It must of course depend in some degree on the number of children in the school.

6514. How many pupils do you think would be necessary to make such a school remunerative ?—When we went into some calculations on that subject at a meeting that we had in York, we came to the conclusion that about 300 boys would certainly do it.

6515. This plan which you have suggested only provides for the boarding school in a county, and probably only one such boarding school would be required in a county of moderate size. How would you propose to provide for the education of the surgeons and the poorer clergy, and generally the professional men and upper tradesmen of the smaller towns, presuming that they would not all be willing to send their sons for their whole education away from home to a boarding school ?—I think any town of 5,000 or 6,000 people could maintain a good middle day school which would be self-supporting. Our model school at York, where the children only pay 10*s.* a quarter, and where the attendance is from 100 to 120, has been self-supporting. I have no doubt if a scheme like that were adopted, and applied to any town of fair population, that the number of children who would come, and pay probably their guinea a quarter, would be sufficient to make it self-supporting.

6516. Could you state the minimum number of children, and the minimum rate of payment, which you think would enable such a school to be self-supporting ?—I think that a very fair school of the middle-class character might be made self-supporting with 100 children and a payment of even 10*s.* a quarter, but I think that such a school would, perhaps, hardly meet the wishes of the professional class in the town.

If you double the fee, the school would be available for small professional men.

6517. Have you considered the possibility of combining, in the case of a small county town which may possibly not have above 3,000 inhabitants, an education suited to the professional man and to the tradesmen at different rates of fees?—No, I have not, except as far as the proposal to have extra subjects at a higher charge.

6518. (*Lord Taunton.*) In the event of a system of county boards or something of that sort being formed in some such manner as you propose, have you considered in what way those difficulties with regard to religious instruction which so often interfere with schemes of education in this country could be best met. I presume you would propose that those schools would be available for the children of the middle classes, whatever the religious opinions of their parents might be?—Yes; in the first place, my own impression is that practically the difficulty would not be found to be as great as it appears to be in theory. I think that it might be met by a liberal arrangement on the part of the managing body, whereby it was provided that no child should be required to learn any formulary, creed, or catechism of which its parents might disapprove; and in the case of a large county school having a chapel, as I understand in many cases they would have, the children should not be required to attend the services of the Church of England in those chapels, provided their friends would make some arrangement for having them taken to other places of worship. I think that, practically, a clause of that kind in the management of a school would satisfy all scruples, and would very seldom be appealed to at all.

6519. You think it would be reasonable not to trust merely to the good sense and discretion of the master in dealing with those cases, but that, in the event of a large scheme of this sort available to all the middle classes of the country, some security of that kind should be taken?—I quite think so. I think it is very desirable to protect people in these matters as far as practicable.

6520. (*Mr. Forster.*) And I suppose also you would not restrict the members of the county board to members of the Church of England?—Certainly not.

6521. (*Lord Lyttelton.*) Would you not make any restriction as to the religious profession of the head master of the school?—If the county school were what I suppose it would be, the result of a voluntary association in the first instance, then I conceive that the persons who organize the school and who raised the subscriptions would themselves make a rule as to the religious persuasion of the head master. I may mention that when in connexion with some gentlemen in the county a scheme was drawn up for a county school in Yorkshire, which is not carried out now, but is in abeyance, it was proposed that the master should be a member of the Church of England.

6522. (*Lord Taunton.*) The principle of the conscience clause in short?—Yes.

6523. (*Lord Lyttelton.*) Would you make it a condition of the working of the system that the head master of the county school should belong to the Church of England?—I would leave that entirely to the promoters of the scheme.

6524. (*Lord Taunton.*) In dealing with the Church endowed schools, would it not be reasonable then to say that the master should be a member of the Church of England?—I think the grammar school endowments should be dealt with on the same principle as they have hitherto

Rev. H. G. Robinson.

31st May 1865.

been, that is to say that the master should be a member of the Church of England, in some places perhaps a clergyman.

6525. (*Mr. Acland.*) You were just now asked about Latin verses, would you think Latin composition in prose, not with a view entirely to the writing of elegant Latin, but with a view to the mastery of English, very important, or would you rely on simple translation from Latin to English?—I should certainly carry on composition, English into Latin *pari passu* with Latin into English.

6526. Then you would think the habit of translation both from Latin into English, and English into Latin an essential element in that practical teaching of Latin with a view to English that you think so important?—I should.

6527. (*Lord Lyttelton.*) Would you have any original Latin composition?—I would not exclude it if the pupils were carried sufficiently far in Latin.

6528. Would you have original English composition?—Certainly, a good deal of it.

6529. (*Mr. Acland.*) Is it your opinion that books at present exist which would form good manuals for what I would call such practical middle-class Latin teaching, or do you think that we are still in want of suitable books for that purpose?—There are some very fair books that might be available; I may mention Dr. Kennedy's First Latin Book.

Appendix A.

Statement respecting York Yeoman School.

I beg to offer a statement with reference to the York Yeoman School, which may be interesting from its bearing on the appropriation of endowments to middle-class education.

There was in York an endowed grammar school, founded by Archbishop Holgate (temp. Edward VI.), which, owing to several causes, was in a very languishing condition, though the estate attached to it was worth about 400*l.* per annum. This school was applying to Chancery for a new scheme, and a proposal was made to bring about an amalgamation with the York Yeoman School, which though having a fair number of pupils, was incumbered with a heavy debt.

The proposal was entertained as well by the managers of the Yeoman School as by the master of Archbishop Holgate's School. Certain conditions of union were agreed upon by the negotiating parties, and accepted by the Court of Chancery; the new scheme was issued in accordance with them, and the two schools became fused in one.

The terms of amalgamation were as follows:—

The buildings, furniture, and pupils of the Yeoman School were made over to the trustees of the Holgate School, who in return became responsible for the existing debt.

A certain number of the managers of the Yeoman's School were included amongst the trustees of the Holgate School.

The appointment of head master was to remain in the hands of the Archbishop of York.

The sum of 6*l.* per annum was fixed as the charge for education.

In order to preserve the middle-class character of the school, it was provided that not more than 30*l.* should be charged for board, and that the receipts from boarders and the control and responsibility of the household expenses of the boarding house should be in the hands of the trustees.

The master was to receive a fixed payment of 2*l.* for each boarder, in consideration of his trouble in taking charge of them.

The salaries of the head master and of the second master are made up of fixed payments and capitation fees.

The course of instruction is adapted in most respects to the requirements of the middle classes, but it provides for the teaching of Greek and Latin if desired. *Rev. H. G. Robinson.*

Under this scheme the amalgamated schools have been working very successfully, with gradual increase of pupils, for seven years. 31st May 1865.

H. G. Robinson.

Appendix B.

County Boards.

Their Constitution.

I. It is proposed that the country be divided into districts for educational purposes. The direction of education within the district should be in the hands of a district board, responsible to a central national board or body of commissioners.

II. The members of the district boards should be in part *nominated* and in part *elected.*

III. The nominated members may be provided for in the following way:—

Let it be taken for granted that the endowed schools will be in some way reconstructed. When any change is necessary, managing trustees will be appointed by Parliament, the Court of Chancery, or the Charity Commissioners (with enlarged powers).

From the different bodies of local trustees, representatives may be sent to the district board, or the chairman of the trustees may be ex officio a member of the district board.

In addition to this class of nominated members, certain leading county officials may be ex officio members, e.g., the Bishop of the Diocese, the Lord-Lieutenant of the county, &c.

IV. The elected members are more difficult to provide for, because there seems to be no constituency necessarily available for electing them. However, such a constituency may be formed in the following manner:—

1. If one or more county schools are founded by private benevolence, all contributors to such a foundation may be allowed to vote for a certain number of representatives on the district board.
2. The proctors elected by the clergy to serve in convocation may be allowed to have seats at the board, and other religious denominations may be entitled to send representatives.
3. All persons contributing a certain amount annually, or by way of donation, to educational purposes within a district, may be allowed to vote for representatives at the board.

According to the scheme here suggested, a district education board will be made up—

1. Of two or three leading county officials.
2. Of representatives from the different bodies of local trustees of endowed schools.
3. Of a certain number of ministers of different religious denominations.
4. Of members elected by subscribers to the cause of education within the district.

This scheme only has in view (in the first instance), the organization of middle-class education, but if the district system were adopted and found to work well, it would probably assume in the course of time the management of elementary education within the district, and thus a complete natural system would be developed.

Adjourned. H. G. Robinson.

Tuesday, 13th June 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
THE REV. FREDERICK TEMPLE, D.D.
THE REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

R. Lowe, Esq., M.P.

13th June 1865.

The Right Honourable ROBERT LOWE, M.P., called in and examined.

6530. (*Lord Taunton.*) I believe when you held the office of Vice-President of the Committee of Council on Education you were a member of the Charity Commission?—I was the unpaid member, the fourth member.

6531. Were you a member *ex officio*, or is it the habit of the Charity Commission to select some person in office and put him on their board?—I think neither. The office is not annexed by any Act of Parliament, or any official document, to the vice-presidentship, nor is it appointed by the Charity Commission. The Government for the time being appoints the fourth Charity Commissioner. I think since the office of vice-president was established he has held the office, but before it was not so. Lord Russell, Sir George Grey, and Lord Granville have been fourth Charity Commissioners before the creation of the office of the vice-president.

6532. At the time when they held the office of President of the Council?—Yes, except Sir George Grey.

6533. The appointment was then made irrespective of any particular office, as might be most convenient?—Yes; I believe now it is separable from the office, if desired.

6534. Do you believe that to be a convenient arrangement?—I think upon the whole it goes very fairly with the office of vice-president, because the Committee of Council is often in contact with the Charity Commissioners with regard to the affairs of schools and the modification of their constitution.

6535. I presume you had the opportunity of observing the working of the Charity Commission with regard to the endowed schools?—Certainly, I have had very fair opportunities, I think. In 1860 I introduced and carried a Bill through Parliament extending the powers of the Charity Commission, and in order to prepare that I had occasion to see a great deal of the Charity Commissioners, and to know pretty well what their work was.

6536. With reference to one of the principal objects with which this Commission was appointed, namely, the rendering the endowed schools more extensively useful than they now are for the education of the middle classes of this country, are you able to suggest any improvements that can be effected either by the legislature or in practice?—I think that the first thing to do would of course be to make up one's mind as to what improvements one would wish to see effected in schools, and the next thing would be to provide an adequate machinery for effecting them. I have opinions on both those subjects.

6537. With regard to the first point, will you have the kindness to favour the Commission with your opinion?—I am speaking now of endowed schools. I should like to see all fetters on the teaching in endowed schools removed; I should like to see it open to schools to teach anything that might come under the head of useful knowledge, and I should like also to see them at liberty to dispense with matters that have hitherto been in many schools held essential, for instance, the classical languages; I should like to give them the most complete liberty as to what they should teach and what they should not teach. *R. Lowe, Esq., M.P.* 13th June 1865.

6538. You would lay down no general rule whatever applicable to all schools?—No, I should like to throw it completely open, and to leave them entirely free to teach anything that is proper to be taught to youth, including physical science and the learned languages—the two poles, as I may call them—and all that lies between, any species of knowledge.

6539. To whom would you leave the power of selection of the course of study? Either to the schoolmaster or a board of directors, separately or jointly?—My opinion is, that the ultimate choice must, from the nature of things, and ought to be left really to the parents of the children; but of course they are not an organized body, and cannot act so as to carry out their will. I think that the directors of the school, the feoffees, or trustees, or managing body, are the proper persons to direct what the instruction of the school should be, not so much with reference to their own individual prejudices and feelings as with reference to the public opinion and requirements of the place in which they live; and that is why I wish to leave the thing as open as possible, because I think the parents are the persons to decide, and the feoffees are rather the executive to carry out the will of the parents.

6540. Should you have any apprehension that the parents, if left the sole or principal judges of the course of study to be pursued, might, from inadequate knowledge on those subjects, make a mistake; that they would prefer superficial accomplishments to a solid and well-grounded course of education?—I think so; they are very liable to make mistakes, and they do constantly now; but I know of nothing else. I know no alternative between that and some minister of education or some educational board which should regulate it, which I think is abhorrent to the feelings and principles of this country. I myself see nothing for it but to make the parents of the children the ministers of education, and to do everything you can to give them the best information as to what is good education, and where their children can be well taught, and to leave it to work itself out.

6541. You think that would be preferable to allowing the local managers of a school, in conjunction with the master, to judge what would be the best system of education with reference to the neighbourhood, taking into account the feelings of the parents, but not absolutely governed by them?—I should leave it to them entirely; but I think that ultimately it must resolve itself into following the opinions of the parents. When I have developed a little more what I have to say I think you will see how it hangs together. It appears to me that it is indispensable to give the masters an interest in the popularity and success of their school. I may say *in limine* that I have the poorest opinion myself of endowments; I am not sure if I had the power that I would not abolish all educational endowments altogether; but that is not a practical question in this country, and the question to me is, how, retaining endowments, as we must do. we can give them as nearly as

R. Lowe, Esq., M.P.

13th June 1865.

possible the merits of a free system? I think that is to be done very much by acting on the masters. In the Committee of Council on Education we act on the managers, we make it their interest to teach what we wish to have taught by paying them in proportion to what they so teach, and in proportion to the number of children. An endowment, from its very nature, precludes that sort of influence being exerted; but it still remains to you to influence the mind of the master. My proposal would be that a master's income should consist of three parts; I mean the income of every master, not merely the head master but all the masters in an endowed school. The first, I think, should be a permanent sum, sufficient for his proper maintenance, and a proper provision for him; the second, I think, should depend upon the proficiency of the children under him; and the third should depend on the number. I would make up his income by those three things, so that he should have a direct interest in having the children as well taught as possible, and having as many children as possible. I think if you did that you would then bring the opinion of the parents very much to bear on the school through the master. Of course, I may add that that would require machinery for carrying it out, and the machinery I would suggest would be an inspection by the Committee of the Privy Council. I think that every endowed school should be annually inspected and examined, not only the children on the foundation, but those who are oppidans, or commoners, or town boys, or whatever they are called. I think that the examination should be made in the subjects that the school professes to teach, which might easily be managed on something of the same plan as the examination of the primary education school. I would then make a payment to the masters in accordance with the results of that examination, so much on each boy. I would also give a payment to the masters in proportion to the number of boys in the school. Then, I think, you would have got a machinery by which you would secure as far as possible the interest of the master, who after all must be the most powerful person in the school to carry out the wishes of the parents, and to do his work well and efficiently.

6542. You would make this system of inspection compulsory for all endowed schools?—For all endowed schools.

6543. Would you meddle with the unendowed schools in any way?—I am prepared to maintain, as an abstract thesis, without going the length of Plato's Republic, that the State would not go beyond its legitimate function if it were to insist upon the compulsory examination of schools, unendowed as well as endowed. I do not say with Plato that the children are the children of the State, and that it has the right to take them out of the hands of their parents and to educate them itself; but I think as an abstract proposition it has a right to know what is being done with those children upon whom the welfare of the State depends; and I think it would be doing a great service to instruct the parents as to the sort of education the children are receiving and the efficiency of the school. Therefore if I were an autocrat I should be quite prepared to adopt that course, but I am afraid that in the present state of things in this country such a proposition would not be well received; and I am not prepared to suggest means by which we can overcome any degree of contumacy, or how you could force the school to be examined if the managers are unwilling, where it is a perfectly free and unfettered speculation. I cannot say therefore that I should recommend such a course to the Commission, though I do not think that anything really efficient can be done with the unendowed schools without it. I am strongly of that opinion, holding the

view I do, that it must depend on the parents, and that all we can do is to enlighten the parents. I think you might do this :—I think you might have a machinery by which it should be competent to any school that chooses to do it to be examined by Government, and that having once chosen to be examined it should be competent to the Government always to examine it again, and I think it would be quite right if Government had the power, upon any case laid before it, to call upon the school to submit to an examination, and, should it not do so, to publish its refusal, so that persons interested might know that such a proposition had been made and had been refused. I think that the result of all examinations, whether of endowed or unendowed schools, ought to be published in the local newspapers for the information of parents.

6544. Do you think if an offer of inspection of this kind were made by some constituted board, the duty would be better performed by the Privy Council Office, or that it would be better done through the instrumentality of the Universities?—I think from my experience it would be better done through the Privy Council Office. I think, in the first place, the Universities are essentially clerical bodies, and I think it is rather an evil in dealing with these things that any profession whatever should have a decided preponderance. I do not think the inspectors ought at all necessarily to be clergymen or connected with clerical matters. I think they will want a good deal of discipline; at least I know by experience that the inspectors do require a good deal of keeping in order. I do not think the Universities would exercise that discipline; I think the inspectors would probably rather run riot.

6545. Do you think if the University of London were joined with the other two Universities, that would not materially diminish any objection which you have to such a system?—I think not. I am a member of the senate of the University of London, and we sometimes find a good deal of trouble with our examiners; they do not do exactly as we should like, or ask questions of which we approve. I am sorry to say we have once or twice had disagreeable discussions; we really have no power over them, unless we choose to set our opinions against competent persons. I think in a place like the Privy Council, where you have a secretary and an assistant secretary, gentlemen of high proficiency in literature, you have the best machinery possible to manage a very delicate and difficult thing.

6546. The action of the Privy Council occasionally gives rise to a good deal of discussion both in and out of Parliament?—There is no question of it; but the difference would be that in the Privy Council you do make the inspectors obey, and then you have a disturbance; in the Universities you would have no disturbance, but they would do as they liked.

6547. In considering the powers under which the Charity Commission now act, has it occurred to you that there would be an advantage in altering or extending those powers?—There are several matters which, nobody knows better than I, ought to be extended, because they were concessions that I made, greatly against my will, in 1860 in order to pass the Act I spoke of. I will take the liberty of mentioning one or two. In the first place, in section 4, it is provided that the Charity Commissioners shall have no jurisdiction over any school, or any charity whatever, except by consent, which has above 50*l.* a year. I would repeal that clause. I see no reason whatever for that. The jurisdiction of the Charity Commissioners is, after all, not a contentious jurisdiction; it is not to try a lawsuit, but it is an administra-

R. Lowe, Esq., M.P.

13th June 1865.

tive and an ancillary jurisdiction in the main, and though it cannot secure absolute consent, yet it really is worked mainly on that footing. I see no reason why schools having above 50*l.* a year should be deprived of the benefit of this cheap jurisdiction. Then there is another suggestion which I would make. At present the Charity Commissioners cannot exercise their jurisdiction with regard to the removal of trustees, and so on, without an application from one of the inhabitants of the place. It is very often difficult to get an inhabitant to apply. It is an invidious thing, and perhaps the more interference is needed the more difficult it is to get it. That was a concession I was also obliged to make in order to pass the Act. Then in section 14 there is a very valuable clause, but it does not go quite so far as I think it should. It allows that all masters appointed after the passing of that Act may be dismissed by the majority of the trustees with the consent of their visitor, with certain very proper safeguards, I think it would have been just as well if it had said "all masters," without saying "admitted after the passing of this Act." Besides that there is a proviso, which I was obliged by Sir Hugh Cairns to consent to, which exempted grammar schools from the operation of the clause, and which therefore really deprived it of almost all its value. I think that proviso, which is at the end of section 14 of the Act of 1860, ought to be omitted. Then there is the question of schemes. The Charity Commissioners have at present the power of making schemes for the regulation of charities and altering their destination in some degree, but within narrow limits; they cannot at all go beyond what the Court of Chancery can do; it must be executed pretty nearly *cy prés*. If they go beyond this limit the schemes, when they have been settled by the Charity Commissioners, must be passed through Parliament, through all the stages of a bill. The effect of that therefore is only that the schemes are relieved from the payment of fees and from being sent before a Committee of the House like a private bill. It is quite unnecessary that the scheme should be embodied in a bill and carried through Parliament, because I have found practically in carrying several of them through Parliament that they really only can be worked by consent. It of course depends on the number of details. There is nothing before Parliament to guide it as to those details; no evidence is taken, and there is nothing but the report of the Commissioners on the scheme. The consequence is that if anybody gets up and objects to the details, it becomes a mere question of statement and counterstatement between him and the person who has charge of the bill. Parliament naturally does not like to decide, and the thing falls through. It seems to me therefore, as they are really only available in cases of consent, it would be quite enough if these schemes were to lie on the table forty days, and, in case they were not objected to, were to become law without burdening Parliament to go through them, which is merely an empty form. If there has been any serious opposition they have always been dropped. Those I think are the principal recommendations I should make. I should also say that I think it exceedingly desirable that the masters of grammar schools should cease to have a freehold in their office, and I myself should not shrink from doing that with regard to the present masters of schools; but certainly as to the future masters. I think it would be desirable to annul the clause in many grammar schools requiring them to be clergymen. I think that should be left quite open. I think those would be the two great improvements that I should suggest. I should suggest that they should be in fact the officers of the trustees, removable under certain reasonable conditions, not as a matter of caprice, but

removable if the trustees think fit on certain reasonable conditions, which it would not be difficult to draw up so as to prevent the scandal one often sees of a school being absolutely ruined by the master, who cannot be removed and who will not do his duty. There is another point I should wish to mention. There is an appeal given to the Court of Chancery from the decision of the Charity Commissioners. The gentleman who appeals from the decision of the Charity Commissioners does so very much at his ease, because he is dealing with other people's money. It is paid out of the charity. I think it is not right that the Charity Commissioners should be left quite at large, but I think it would be right to fetter that right of appeal with this condition,—the *fiat* of the Attorney-General, or the Home Secretary, or whoever should be thought proper, should be given before the appeal should be allowed. I must say those appeals have seldom taken place, hardly ever, I believe, but still it is a considerable evil, that where a thing has been virtually consented to, some one discontented person may put the charity to all this expense and trouble.

6548. Would you propose any amendment in what is called Sir Eardley Wilmot's Act?—That Act was passed, I think, with a very praiseworthy object, and that was to get rid of the narrow interpretation, which I believe is now admitted to be wrong, which Lord Eldon put on the term "grammar school," taking his definition from Dr. Johnson's Dictionary, viz., "a school where learned languages are taught "grammatically;" but it is clogged with so many provisoes and conditions, and is so cumbrous a piece of machinery, that I should strongly wish its repeal. You want a declaratory Act of some kind without the provisoes of Sir Eardley Wilmot's Act. The enabling part of the Act is very good, but it is coupled with an immense quantity of complicated provisions; more especially it does not apply to any schools where the schoolmaster had been appointed before that time, and there are other faults in it. It is a cumbrous piece of machinery. I think it would be better got rid of. What I want would be a matter of very great simplicity in point of legislation, and would not appear to me to require any provisoes at all. I am of opinion that not only is the Charity Commission a very useful machine, as being cheaper than the Court of Chancery, and being very well adapted therefore to deal with small matters, but I think it a very superior machine to the Court of Chancery for the purpose of administrative changes in charities, and for these reasons: in the first place it costs nothing; in the next place it is perfectly easy of access to everybody; it is not restricted to any formal evidence; anybody may inform it in any way he pleases; it has the means through its inspectors of informing itself much better of the local feeling and circumstances than a Court of Justice, tied down with very strict rules, could possibly have; and by means of the notices it gives, and the notoriety it ensures for all its proceedings, I believe, though it is a tribunal that does not have formal hearings of both parties, it secures all parties and all opinions being heard, better than any Court of Justice can possibly do. It is also very much under the control of public opinion and of Parliament, and a member of it sits in the House of Commons; he is always liable to attack if anything is done wrong; and though I think there is great disposition in the House to support it in any reasonable way, yet, were it to set itself to work out any crochet, or to take any course contrary to the enlightened opinion of the country, it would be very soon pulled up; it would not go on as Lord Eldon did for years injuring in the most fearful manner the endowed charities of the country by that perverse interpretation of his

R. Lowe, Esq., M.P.

13th June 1865.

about grammar schools; it would immediately be made the subject of attack in the House, the thing would be called attention to; and if a strong expression of feeling were made, I have no doubt that the course of the Commission would be altered. There is not the same difficulty and delicacy in altering the course of a body like the Charity Commission as there is in altering the course of a judicial officer like the Lord Chancellor or a Vice-Chancellor, on whose decisions the property of mankind depends, the Charity Commission being a body administrative and ancillary, and therefore more flexible.

6549. I presume the efficiency of the Charity Commission depends very much on a proper selection of inspectors?—I think it depends in the first instance most of all upon a proper selection of Commissioners, which I think has been made; and in the next place of course it is of the last importance that you should have able men for inspectors. The duties they perform are exceedingly difficult and delicate. They have to hear very conflicting statements, and of course the Commission are well aware there is nothing in the world that people quarrel so much about; you want a man of great temper; no man ought to be an inspector who is not a sound lawyer; and he should have the faculty, which is not very common, of entering into the spirit of these things, drawing in his mind a sort of picture of all that is passing in the neighbourhood, and faithfully reflecting it for the use of the Commissioners.

6550. Do you believe that the present staff of the Charity Commission in point of number is composed of proper persons, and is equal to the performance of the duties that are now intrusted to them, and which would be intrusted to them if the reforms which you suggest were adopted?—I am not able to answer the question. When I was on the Charity Commission there were three very efficient inspectors and two who were not considered so efficient.

6551. I mean in point of number?—I cannot tell, because the thing has really never been worked *bonâ fide* with five inspectors. There have been five nominated, but they have not done the work.

6552. What I meant was rather this, do you think it would, in point of numbers, be necessary to increase the staff, either of the Commissioners or of the inspectors, in order thoroughly to do the work, if the additional work were thrown upon it which you have suggested?—I am quite sure it would be necessary to increase the number of the Commissioners; I should feel no doubt about that myself. I am sure they worked as much as they could before. As to the inspectors, I cannot speak, for the reason I mentioned. I may say that you must have more than three inspectors and more than three Commissioners. They divide the work among themselves, and they do very hard work indeed.

6553. I believe the inspectors are not appointed by the Commissioners?—No; they are appointed, I believe, by the first Lord of the Treasury.

6554. Do you think it would be of importance if they were appointed by the Commissioners?—I do; I think as a general rule that is a sound principle, that the Commissioners are responsible for the working of the office, and they have a right to the selection of the means which shall tend to that efficiency. I think it would be quite right that the member of the Government who was the unpaid Charity Commissioner should be consulted as to those appointments. I would not give him the power of forcing an inspector on the other Commissioners against their will.

6555. You would give him a veto perhaps?—Perhaps something of

the kind. I have not considered exactly in what shape. It is more desirable probably that the veto should be with them than with him.

6556. Taking a general view of the education given in these endowed schools, do you believe that the standard is rather low ?—I have no right perhaps to speak about it, but I participate in the general opinion (perhaps it is a mere prejudice), that as a general rule an endowment is a thing that tends downwards very rapidly unless there is something to counteract its tendency. I believe the standard is low so far as I know.

6557. I believe the Latin language is generally insisted upon in those endowed schools ?—I think so.

6558. Do you think that desirable on general principles ?—I would distinguish. I do not think that for persons who are not intended to fill the higher walks of life, or to take a part in the learned professions, what is called classical Latin is a good thing to teach. I would not take much time in intructing the boys in the niceties and elegancies of the classics ; but I think grammatical Latin, what I may call modern Latin, as a living language, is a thing which almost every one ought to learn, and I think that that has not been sufficiently attended to in speaking of these things. It is a very different thing to read such Latin as a person would speak with a Catholic priest on the continent, and an understanding of the niceties of writers like Horace, Juvenal, or Virgil. I think the first is very desirable for the education of any one who is to have any attainment of any kind ; the second I look upon as a great ornament, but not of that essential nature.

6559. Do you think it would be possible without making the more complete study of the Latin language compulsory, still to give facilities for it for such boys as might show a disposition ?—Yes, just as Montaigne says he learned it, colloquially.

6560. (*Lord Lyttelton.*) With regard to the examination of unendowed schools, would you attempt to make it apply only to schools of the middle class ; or how far would you extend that voluntary examination ? —I would extend it everywhere, I think.

6561. To all schools of the country ?—Yes ; as far as I could. I do not see any distinction betweenthe middle class and the upper class. I am unable to draw the line. It seems to me it all depends upon the class of the person who is speaking. The class below the speaker is the middle class.

6562. To all schools in the country you would tender Government examination ?—Yes ; it should be accessible to them. I would go further, I think, in any case of complaint. Supposing a man came to the Privy Council and said, " Here is a school in my neighbourhood, " and we are not satisfied about it ; we should like very much to know " whether it is a good school or not ; it is a great convenience to send " our children there, but at the same time we are not satisfied ; would " you mind asking the master to let us examine it ?" I think that would be a very fair thing for the Privy Council to do ; and if the master did not submit to an examination it should be made known that the offer had been made and refused, and then the public could draw their inferences accordingly.

6563. Is it not the case that practically to a great extent the subjects of instruction are regulated by the parents in the upper education of this country, but hardly at all in that of the schools which are under the control of the Privy Council, the elementary schools ?—I think, practically, it is so everywhere to a certain extent ; that is to say, if you went entirely counter to the wishes of parents you would very soon feel it. The parents are very negligent in the matter and

R. Lowe, Esq., M.P.

13th June 1865.

very ignorant; and what is more, I am afraid very often not at all *bonâ fide*, because I think many boys are sent to school not to learn but to make acquaintances and connexions. People tell me they send their boy to Eton as they wish him to be a gentleman and to make good acquaintances.

6564. You would not deny that the State has a right, apart from the wishes of the parents, and as a matter of political importance, to regulate as far as it can the instruction of the people of the country?—It is a doubtful question in my mind. I know nothing about rights. It is a matter of expediency, I think. In the present state of English society I think it would be very undesirable for the State to attempt it. I know nothing in the constitution of the executive government of this country that enables it to dogmatise or dictate on such a subject. I think it is contrary to the whole spirit of the nation, and would break down.

6565. When I said "the State," I did not mean the central government, but some authority apart from the parents. Is it not the fact that with regard to the lower classes the question is taken almost out of the hands of the parents?—Yes. I view that as a species of poor-law relief. They relieve a helpless class of the community whom their parents would not assist—sometimes could not and sometimes would not. Of course if we give them that relief we annex what conditions the wisdom of the State thinks proper. When we get beyond that I think the State should not have that power. I think the parent must be the ultimate person to decide, however incompetent to do so.

6566. But in all the schools that are supported so much by the upper classes, by the clergy, and so on, for the poor, they in fact prescribe the subjects of instruction almost entirely?—With the Government jointly.

6567. In all those cases the parents in fact exercise very little influence over the course of instruction?—The whole theory of the schools is, that parents are not to be trusted in the matter. That is why Government annexes conditions to its grants. You have three parties: you have the parent, who knows nothing about it, and perhaps does not care a great deal; you have the clergy, who have an object in view, and a very excellent object, that of the religious instruction of the people; and you have the Government, which makes the best bargain it can for secular instruction with the clergy, presuming they will see after the religious part of it, and giving its assistance on the condition that so much secular instruction should be mixed with it.

6568. The object being the general welfare of the whole country?—I think so. The particular parties to the arrangement looking after particular portions. The Government is not to be considered irreligious, nor the clergy enemies to secular instructien, because religion comes rather from the one and secular instruction from the other.

6569. Do you think that parents of the middle class may be more trusted with the regulation of the instruction of the children than those of the lower class?—I should say they judge very badly, but I see no remedy for it. There is no Government grant, and therefore I see no right to prescribe. My opinion is that the right of the Government to interfere ends with the Government assistance.

6570. The case of endowments is different?—I think so. Endowments in my view are things that exist so entirely contrary to the general spirit of our law, by the act of the Government, that I look upon them in the nature of donations to which the Government may be considered a party.

6571. In those cases you would to a certain extent think it allow-

able and useful to attempt to guide the system of education ?—I think the Government has just as much right to interfere with endowments as it has with schools that it relieves directly out of the public funds.

6572. Have you considered the question of the practicability and desirableness of educating the children of the lower division of the middle class along with the children of the labouring class?—The Committee of Council has done what it could to facilitate that. It is one of the merits of the change which we have introduced. Formerly the payments were appropriated. They were so much for a master, so much for a pupil-teacher, so much for books, and so on. Now we pay on each child, and there is a column opposite the name of each child in which the profession of the parent is to be inserted, and where the profession of the parent is such as does not authorize assistance from the State the grant for that child is cancelled, however well he may have passed in the examination. That seems to me to be the only proper way that I know of in which the Government can aim at that object which I think extremely desirable. I think it exceedingly unlikely that either endowed schools or private adventure schools for the middle classes can compete with the Government schools.

6573. You think that object might be effected by having Government schools which would be gratuitous for the labouring population, who cannot afford to pay for the education of their children, but at which there should be a scale of payment for those who are above that condition, who could afford to pay, and from whom it would be reasonable that the State should ask for payment for taking their children ?—It is a collateral point, but we do not countenance the idea of gratuitous education at all at the Privy Council. We require some payment, a small one, but there must be something. People do not value it unless you make them pay something for it, but it is very small. I think it is a good plan. I think we have done as much as we could towards it. It is more so in Scotland. In Scotland they sell education as a grocer sells figs. One boy learns writing and pays only for writing, another learns arithmetic and pays only for that, they separate and divide it, the parents paying for it ; but I am bound to say that the effect of that teaching is that, though they give a better education in Scotland than in our schools in England, I do not believe the very poor are half so well cared for as they are in England. The masters are of a higher class. They are graduates from the university generally, and they do not give the labour to the poor children.

6574. You think it ends in being a good education for the middle classes, but not for the labourer's child ?—Yes. I may mention another point. The Scotch notion of education is confined to two things, a school and a schoolmaster. The fitting up of the school, to which we attach so much importance, and the subordinate teaching, are hardly provided for at all in their system. It is the subordinate teachers that teach the children of the very poor, the ignorant, and backward ; and that is very poorly provided for in Scotland. That is why, I apprehend, they will profit very much by having the Revised Code.

6575. Do you believe that the practical result in Scotland is that the labouring classes are badly educated ?—I think the very poor are not so much cared for as in England.

6576. (*Dr. Temple.*) Do you think that there will be any reason under a system of Government inspection to fear that there will be too much uniformity in the schools ultimately ?—I do not think so, because I would not allow the Government to lay down what the school should teach. A school should take its own subjects, and it should only be examined in such subjects as it professed to teach.

R. Lowe, Esq., M.P.

13th June 1865.

6577. Would you restrict the Government in that way by Act of Parliament?—Yes, if necessary. Certainly I would not have it done.

6578. Because the Committee of Council began on that very principle with the training schools, but ended at last with practically prescribing every detail of the teaching?—Quite so.

6579. How would you prevent the same result?—I think the Committee of Council of course had a particular object in the training schools, the education of persons fit to teach in their primary schools, and that the education in the training school must necessarily be regulated with reference to the education of the primary school, therefore that the Privy Council was quite right in taking care, and in taking every security in its power that the education given in the training schools was of the nature required by it; but here the Privy Council say "whoever inspects has no ulterior object further than testing the "efficiency of the school." I would give the Privy Council no power over the school at all except merely to examine it, and to publish the results of the examination.

6580. You do not fear that the very much greater ease of working an office by routine than of leaving the schools to work quite freely would ultimately produce the same result?—I think it would depend on the office. No doubt, if it could be reduced to a routine, it would be so in the hands of the very able gentlemen who direct that office. The initiative would not be in the Council; it would be in the schools themselves, and ultimately I think in the parents. I think it would be a monstrous mischief for Government in any shape to attempt to direct education. I am against it altogether except in the case of the very poor.

6581. Then what advantage is there in that case in having these inspectors appointed by the Government instead of empowering or requiring the trustees to call them in?—I think a man should never choose his own judge. If I had a school and I thought it shaky and wanted examination, I should send for some old college friend, whom I had known for the last 30 years, and I should feel confident he would "temper the wind to the shorn lamb." It is not so clear that that would be so if you had a Government officer inspecting.

6582. I did not quite mean that; but supposing the trustees should wish to know how the man was doing his work, they would of course take care to get as impartial a man as possible?—In the first place I do not think the trustees would be so likely to get good men as a Government department. You are aware as a general rule how the inspectors are selected at the Privy Council. They have not always been so, but it has almost been a preliminary condition that the man should have taken high honours at the Universities, and that is a very good guarantee to the public. It has been changed since I was at school. When I was at school, schoolmasters used to examine their own pupils, but somehow the public lost confidence in that, and now they are examined by persons appointed by the schoolmasters. I would go one step further.

6583. I did not mean to ask whether they should not be appointed by the schoolmaster, which would be a very bad thing indeed, but by the trustees?—I think the trustees in quiet times would appoint the person suggested by the schoolmaster; and if not, if they had a quarrel, they might send some very vicious person down to annoy him, whereas a Government department would be thoroughly impassive in the matter.

6584. (*Dean of Chichester.*) The expense would be very great. How would you raise the funds?—It would be quite easy to make

the charities pay the expense; I do not think the expense would be so very enormous. The expense of inspecting 1,100,000 children is about 45,000*l.* a year, and those are inspected by gentlemen of a calibre that would be quite sufficient to examine any school in England.

6585. Would you establish some general fund, because it would come out of the taxes?—That is a matter of detail. I think it would be very fair that the schools should pay for it. There might be a regular fee established.

6586. But with reference to the other schools?—I confess I have not considered the question. I should not myself object to paying it out of the taxes.

6587. (*Mr. Baines.*) Did I understand you to say that you would offer inspection to all schools, including all private schools?—Above a certain number. Of course a man might have half-a-dozen pupils; I would not inspect that school. But it should be a tolerable number. I do not pretend to say the limit.

6588. And in case of refusal you would publish it in the Gazette and in the local newspapers?—I would let it be known somehow or another. People should know that the school had been offered inspection and refused.

6589. Do you not think that that application and refusal would really amount to the ruin of the school?—It would be for the school to look to that. If they thought it would, they had better take the inspection.

6590. Would not that amount to coercion, and would it not rather interfere with the freedom which I understand to be a general principle of yours; and if ruin were the consequence of refusing, would not that really be a compulsory inspection?—I mean it to be as far compulsory as I can make it. I would make it altogether compulsory; but then compulsory as to what? Not compulsory to do any particular thing, or not to do any particular thing, but simply to let the public know what you are doing.

6591. Should you think it needful or desirable thus virtually to force Government inspection and examination when you have the guarantees to which you have alluded; the interest of parents, the ample means of parents of the middle class to pay for the education of their children, the interest of schoolmasters, and the competition of schools, together with several other things, such as the examinations which are now carried on by the Oxford and Cambridge local examinations? Do you think it is needful to go to the extent of forcing inspection when you have all those very powerful means of accomplishing the end?—Your question is a half-a-dozen in one. The first is as to the income of the parents. I think the incomes of the parents are no guarantee at all for their capacity to judge whether a school is good or not; at least no sure guarantee. A man may have a large income and be quite incompetent to judge. I do not think the interest of the parent is any guarantee, unless he is intelligent. The interest of the schoolmaster would depend on what the schoolmaster is. If he is a very able man, doing his business well, it will be his interest to have it made known. If he is below his situation, teaching badly, writing a number of fine letters, giving prizes and things of that kind, and doing very little, it really is his interest to keep things quiet. His interest, I think, would be rather on the side of keeping things as they are, and not calling attention to them.

6592. I mentioned the competition of schools among themselves?—I do not think that would avail much.

6593. Also the middle class examinations of Oxford, Cambridge, and

R Lowe, Esq., M.P.

13th June 1865.

London Universities?—They are a good test of the teaching power of the master. Some of the clever boys are no doubt well taught, and I do not undervalue them at all; but you do not want the help of the State for the sake of the clever, but for the sake of the ordinary child, who is not touched by those examinations. It is of much more consequence to know how the great mass of the school is taught, than that some few boys may get considerable distinction and merit it. By the Revised Code we have taken the master off giving his time to teaching a few sharp boys, and obliged him to teach the backward and less instructed boys.

6594. (*Lord Lyttelton.*) Would you require every school in the country to declare whether it would be inspected or not?—I think not.

6595. Would you have the offer actually made to any school?—Not unless some ground was laid for it. I cannot say that I have carefully considered that. I do not think it should go round to every school. I think it should be well understood that it was open to every school.

6596. (*Mr. Baines.*) That, however, is a very essential difference?—I have never said that I would offer it to every school. What I said was this: it might be competent to give it upon ground being laid before the Privy Council which seemed to justify such a proceeding, but not to be lightly taken up. If the neighbourhood came and complained of the school, or there were calumnies or quarrels, and people asked the master to submit to an inspection to settle the question, it might be offered; I think certainly it should not be as a matter of course.

6597. (*Mr. Forster.*) Would you not make it a matter of course to offer it to endowed schools?—Yes, endowed schools I would compel. I would compel private schools if I could. I think it ought to be done, but I do not think it is possible.

6598. (*Mr. Erle.*) Supposing the operation of inspection of an endowed school is found in the result to be unsatisfactory, you would limit accordingly the income of the master from the endowment?—There should be some portion that should be a constant quantity, but the two other sources, I think, ought to be limited.

6599. Have you considered what should be done with any proportion of the endowment withdrawn from the master?—I hope that in general the masters would get a good deal of it, but where they did not, I think the fund might be advantageously applied for the purposes of exhibitions for the boys; not necessarily exhibitions to any college, but for starting them in life, or some object of that kind.

6600. That would not seem to be quite a sufficient remedy; what provision besides that would you make for ensuring a reform in the master—greater exertion on the part of the master?—If he were found to be quite incompetent, I hold that he must be removed. There is no other remedy, and that the trustees ought to be armed with the fullest power to remove him; and not only a master, but an under master, to whom perhaps I attribute as much weight as to the head master.

6601. Supposing the trustees did not exercise that authority, what would you do then; how would you ensure the exercise of the authority by the trustees?—I am speaking from memory, but I think that there is a clause in the Act of 1860 giving the Charity Commissioners power to remove a master. I should think that would be a proper remedy in the last resource.

6602. (*Lord Lyttelton.*) Have you considered the idea of creating, by a taxation of all the endowments in a district, a fund for the establishment of district schools for these classes?—I am not fond of

the endowment principle at all, and I should not wish to extend it. I look upon endowments as a great evil.

6603. (*Mr. Forster.*) It has been suggested that it would be an advantage if some of the small endowments, which are supposed by some of the witnesses to be of very little real service to education, should be clustered together, and made use of as better schools. Has that ever come before you ?—Yes ; I have often heard the suggestion. I have no doubt that a great number of endowments in this country are working the greatest possible mischief and doing all sorts of harm. I think it is a pity we could not find some better use for them. I am hostile to the principle of the endowment of schools. I look upon it as a premium to continue teaching things after the spirit of the age has got beyond them.

6604. Am I to understand from that that you would prefer applying the endowment to some other purpose, and not to education ?—I would rather throw it into the sea.

6605. What would you do with it ?—I really do not know. You must get rid of it the best way you can. I think a hospital, perhaps, is as good a form as any.

6606. You have already suggested that the endowed schools which are giving education to the middle classes should be improved by Government inspection, and by increasing the power of the trustees ?—Improved by Government inspection is not exactly what I mean ; what I mean is merely that the parents are the ultimate judges of the school. If I may parody a well-known couplet—

> "Instruction's laws instruction's patrons give,
> For those who live to teach must teach to live."

It comes to the parents ultimately, therefore I think it is quite right that they should know what sort of places these schools are. It is not so much to improve the school as to let the parent know what it is.

6607. You look forward to the effect of your suggestions being such that these schools would continue to give education, but that it would be of better quality ?—I think it would have two effects ; I think the instruction in the school would be more conformed to the wants of the time, less classical in fact, and I think the instruction given would be of better quality.

6608. As your suggestion, which is a most valuable one, might lead to very considerable improvement and benefit to the middle classes from the larger endowed schools, would you not be disposed to think that it would be advisable to consider some plan of utilising the smaller endowed schools ?—I should like to make a school as useful as possible. I would not found any new one myself.

6609. The suggestion that has been made is this, that with reference to these small schools, which at present do little but relieve the parents and the population of their duties, their funds should be so disposed of, that being still applied to the purposes of education, they should be applied with advantage. Have you directed your thoughts to any special suggestion for that purpose ?—No, my thoughts go in the contrary direction. I think that endowments are injurious to education ; I think it is better without them. I am strongly of opinion that the best endowment a school can have is the grant of the Privy Council.

6610. There would at any rate be this advantage in an endowment, that you would be able to have a compulsory inspection, which you are not quite sure you would be able to have with a private school ?—That is so. That would in some degree counteract the inherent evils

R. Lowe, Esq., M.P.

13th June 1865.

of endowments. There is a caducity in it no human power can overcome.

6611. With regard to these smaller endowed schools, you would let them remain as they are?—I would inspect them. I have formed no plan for their improvement arising from the peculiar view that I take. I have no opinion of endowments.

6612. One suggestion has been made that I should like your opinion upon, which is that a certain proportion of the funds for these small endowments should be made use of as exhibitions for poorer boys to schools to which the circumstances of their parents would not enable them to go, and for which it was seen that they were fitted?—Yes; that is a good form of endowment no doubt. It is certain to be spent in the object for which it is given.

6613. I suppose your experience in the Educational Department would quite confirm the evidence that we have received, that these small endowments scattered throughout the country are of very little service to education?—I think the small endowments, speaking of the primary schools, are a mischief, because they prevent people subscribing. It is very hard to get subscriptions. The best argument against the proposal I made for treating an endowment as a Government grant is that people will subscribe where the Government aids, but they cannot be got to subscribe where there is an endowment. It prevents them subscribing, and it is a positive evil. It is a still greater evil because it prevents the good management of the school. I hold that to be very mischievous.

6614. In all such cases in which an absolutely gratuitious education is given, you would think it an evil, as relieving the parents of a duty they ought to perform?—In the Privy Council schools we have no gratuitous educatiou.

6615. But in the endowed schools?—Yes. I do not think you should have gratuitous education. The only gratuitous schools I approve of are the ragged schools.

6616. We have had one or two witnesses oefore us of extensive knowledge of the feeling of schoolmasters throughout the country, suggesting a registration of schoolmasters in two forms, in the one case compulsory, and in the other case voluntary. The suggestion was, that in fact schoolmasters should be put in the same position as surgeons and apothecaries; that they should pass an examination, and that they should not be allowed by the State to practise as schoolmasters without having passed such examination; and that the penalty should be a similar penalty to what it is in the case of surgeons, viz., that they should have no legal mode of recovering payment for their services?—I should be entirely against that. I think that where we take public money we have a right to take all the securities we can get, and therefore in the Privy Council, as we wanted somebody *quasi* official, we were right to have a registered or certificated master, but in the case of other schools I do not think you can put any fetter of that kind.

6617. I suppose you would not consider that the educational profession should be put on the same grounds as the medical profession?—I myself doubt exceedingly the policy of the Medical Act. There are plenty of quacks inside.

6618. (*Mr. Acland.*) Supposing the case of a school set free entirely from all restrictions as to teaching grammar, and yet having an income of above 100*l.* a year, and giving a very low commercial education, and perhaps a still worse primary education, what would you do with it?—There would be two ways of acting according to the scheme I have submitted to the Commission; the one would be of course that the

master would not get anything from the two sources of income; he would get hardly anything except the permanent allowance; and the second would be, that it would be quite competent for the Charity Commissioners, *motu proprio*, if they thought fit, to make a fresh scheme for the school; and supposing the trustees not to choose to act, to remove the trustees and schoolmaster and have a more efficient person in his place.

6619. The powers which you would propose to give to the Charity Commissioners would enable them to recast the institution altogether?—Yes, and to remove the master.

6620. Would you go so far as to remove the income from the parish to which it is at present rightly or wrongly supposed to be a benefit?—That is a very difficult question. I have unbounded confidence in the Charity Commissioners as already organzied, and I think it really is entitled to the merit of being a sort of judicial discovery. I should not object to giving that power to the Charity Commissioners, but I think there might be very great difficulty in getting Parliament to assent to it.

6621. Supposing the country not entirely to agree with you, that endowments are quite useless, and that we are bound to find some use for the money?—I agree to the last of those propositions.

6622. Supposing that, what do you think would be the best mode of dealing with a number of small endowments, but not for grammar schools, which are scattered about the country?—Of course, obviously many of those are wasted altogether. I think they might be left to the Charity Commissioners. I should have perfect confidence that they would do what was right.

6623. Would you advise that these small endowments should be thrown into county funds, or national funds, or would you try to make the best of them for the particular parishes or districts to which they are now applicable?—I think I would not lay down any stringent rule. I think they must be guided very much by the opinion of the locality. I would not disregard the claims of the locality altogether in these matters, but I would not lay down any cast-iron rule. They would not act at all unless they saw their way to do that which would be not only beneficial but agreeable to the neighbourhood. With reference to the Charity Commissioners, if I have a fault to find it is this, that in the schemes they have made they have gone too far in considering the wishes of the neighbourhood, and made some very questionable foundations indeed with a view to please the people and make things pleasant.

6624. My question related entirely to endowments professing to give education, and that education not restricted to grammar; what is the best use for this Commission to recommend to be made of that money?—I should think the best use would be to fuse them into a school sufficiently large to be efficient, and as near the neighbourhood as possible. I would not attempt to lay down any rule; I would leave it to the Charity Commissioners to do the best they could with it. I am satisfied you cannot do better.

6625. Should you be favourable to a county management, for instance?—No, I think not; I would leave it to the Charity Commissioners.

6626. (*Lord Lyttelton.*) And apply it to education or any other purpose?—I would leave it to the Charity Commissioners on the whole. They have two things to consider; what is right, and what is the wish of the people. If they go into either extreme, it is that they are rather too compliant.

R. Lowe, Esq., M.P.

13th June 1865.

6627. (*Mr. Acland.*) The early part of your evidence, I think, went on the presumption that making fair allowance for the opinion of the country, apart from your own view, there would still be governing bodies for the administration of educational endowments; could you give any suggestion as to the best mode of constituting such bodies, as it appears that really it is the want of thoroughly intelligent local bodies of management that is the great cause of the evil?—The great thing is, I think, to be as liberal as possible; to annex as few tests as you can, so as to leave the widest choice, and then to leave it. I do not think the system much matters, with the power which the Charity Commissioners now possess of removing improper persons; for instance, it is considered a horror that a Roman Catholic should be a trustee of a Church of England school. I know an instance where the whole work of the school is done by a Roman Catholic master, who is the main stay of the school.

6628. Would you allow trustees to fill up vacancies in their own body?—I think so.

6629. Subject to the power of removal of trustees by the Charity Commissioners?—Yes, I am not aware of any better plan.

6630. (*Mr. Forster.*) In giving the Charity Commission this power of enforcing upon the trustees the better management of the school would you alter the constitution of the Charity Commission at all?—I would simply augment it. It would require more strength. When I was there it was overworked. You would want one more Commissioner, I should think.

6631. What I mean is this, if they are to have the power in the last resource of dismissing an incompetent master, would you not think it necessary that the Charity Commissioners should have some educational qualification?—They must be lawyers; nobody but a lawyer could efficiently work the thing.

6632. You do not consider that they need have special qualifications, as being themselves competent judges of whether inspection had been properly conducted?—The education of gentlemen, I think, would be quite sufficient.

6633. (*Mr. Acland.*) You think no experience, either in the conduct or inspection of schools, necessary?—No, I think not. If anything was required I would rather have it in the shape of some officer under them. They must be lawyers. The work which they have to do is highly legal and technical.

6634. (*Lord Lyttelton.*) Should they all be lawyers?—I think so.

6635. Was there not a distinguished Commissioner who was a clergyman?—Mr. Jones; he was a lawyer in fact.

6636. (*Mr. Acland.*) Speaking generally, would you abolish the existing schemes, and leave the governing bodies of the school very much to their own discretion as to the selection of subjects and the appointment of masters?—I think I would do away with almost all checks on their discretion, except the check of the Charity Commissioners themselves. You cannot leave it too free.

6637. Would you lay down no rule whatever by any superior authority, that certain elementary branches of knowledge should be indispensable in schools possessing public money or endowments?—No, I do not think I would as at present advised; except, of course, I presume there must be religious instruction.

6638. Would you not require that the elementary branches of knowledge, at least to the extent of what is now required by the Revised Code, should be adequately taught in the school?—I think I should be inclined not to do that. I think if you inspect them, and publish the

results of the inspection every year, and it turned out that the boys could not read, write, or cipher, that would be sufficient. I am very anxious not to interfere with those things on behalf of the Government.

6639. I need not perhaps ask you, as you would not require the most elementary branches, whether you would require any other ?—I think not. I think that one of the great and leading evils of endowments is that they have almost always been given for particular studies ; perhaps necessarily so ; and then things have expanded and the endowment has remained contracted. They have been a premium upon obsolete knowledge.

6640. You spoke of Latin being taught colloquially ; you did not probably mean to exclude the idea of its being accurately grammatical as far as it went ?—I think it should be grammatically taught. I cannot think at this moment of the author that I would put into their hands. He should be no classical author—Erasmus, or some such writer. I think perhaps Erasmus is a little too good. Spinoza writes very good Latin.

6641. Can you refer to any case of experience of that mode of teaching Latin ?—Montaigne, in his Discourse on Education, is very interesting on the subject. He learnt it in that way. I would treat it like modern language. That is my notion.

6642. Do you think that in two years, for instance, a great benefit might be given to a middle-class boy by such teaching ?—Undoubtedly. Quite as much as he need know, without teaching him to make verses, or write prose after the manner of Cicero.

6643. (*Dr. Storrar.*) Would you be so kind as to add to what you have stated regarding Latin, your experience as to the age at which science should be introduced into schools ?—I am sorry to say that my experience is *nil*, for at the school I was at we did not learn science. I learnt three books of Euclid, and I asked the master to go on with the fourth. He said he had not read it himself. That was the maximum at Winchester in my time. I have always been of opinion that things are better worth knowing than words, and that our education turns too exclusively on the mere faculty of acquiring language.

6644. You are aware that the matriculation examination of the University of London, of the senate of which body you are a member, introduces the subjects of natural philosophy and chemistry to a limited extent, and the effect of that is to force an attention to those subjects to a certain extent upon schools. Do you approve of that ?—Yes, very much.

6645. Do you think it would be desirable if it could be extended generally in those schools that do not send up candidates to the matriculation examination of the University of London ?—I do not know how we can extend it, because I have renounced all attempt to force anything upon any school.

6646. But you would feel that there would be such educational means provided for the proper study of science in schools without exercising any authority upon them ; you would be very glad to see education of that kind voluntarily developed in schools ?—I hope so. I am not very sanguine of any great or immediate change, but I am sure it will find its way. No better use could be made of portions of endowments, if there were any to spare, than in founding lectureships and masterships in those schools, where they are large enough to bear it, to teach these things.

6647. Do you consider that you possess such a knowledge of science yourself as would enable you to form an opinion as to the educational advantages of science, as to the competency of science to effect on the

R. Lowe, Esq., M.P.

13th June 1865.

mind of youth that educational discipline which is often referred to by teachers of public schools?—I have had the misfortune to receive what is called a classical education, and therefore am very ignorant of science; but I think that there is no doubt of this, that when you talk about exercising the faculties of the human mind by study, there is no logic so subtle, so refined, and so improving to the mind as that of nature; and I have always remarked (and so have most people who have read any scientific work at all) the great power and command of language that is generally possessed by persons possessing high scientific attainments. It looks to me as if the two went together. I suppose there are no more beautiful specimens of the English language than some of Sir John Herschel's writings.

6648. You would add to that educational discipline the possession of useful information?—Of every kind; particularly of history.

6649. But I mean by the study of science you would secure the advantage of a knowledge of science in addition to its use as a mere educational instrument?—Certainly. It is invaluable knowledge; for instance, surveying. I apprehend that nothing could be more proper to teach in middle class schools than surveying; it is very easily taught, and most valuable.

6650. I believe the Department of Science and Art has lately turned its attention to promoting this branch of education in schools?—Not in schools. It is one of the most successful things that ever came under my notice, and I say so with the more freedom because the honour of it is due to Lord Salisbury and Mr. Adderley. The plan is this:—There are examinations for science masters, a man who passes the examination is certificated and registered as a science master. Then there are examinations all over the country, on particular days, on papers which are sent down from the central office, of the pupils of those masters. Those pupils pass or not. According as they pass the masters receive certain gratuities for teaching them, it having been previously ascertained that those masters had the requisite knowledge to teach. The result of that is that 4,666 thousand of young men are learning science throughout the country, and making great progress and proficiency, without any expense at all to the Government for finding buildings, schools, or libraries, or anything else. That result has been obtained by the efficiency of this plan, paying the master for the results obtained, and taking security by a previous examination that the master is competent to teach it. That is the most successful thing I have seen.

6651. (*Lord Taunton.*) Are these science masters scattered throughout the schools of the country?—No; they teach anywhere they can; in their own lodgings, in the street, or anywhere. We know nothing about their teaching.

6652. (*Mr. Baines.*) In mechanics' institutes?—Yes.

6653. (*Mr. Forster.*) The young men that are taught and that obtain the benefits I suppose would come from different classes of society?—Yes, from all classes, but not very high.

6654. From the lower middle class?—Quite so.

6655. Has it never occurred to you that that principle might be extended still further, that a similar plan might be adopted by the State with education generally?—I think it might; but I think it would scarcely be desirable perhaps to extend it to the ordinary subjects of education. This is by way of creating a new branch of education. It is not very good political economy; we give a bounty to the thing to call it into existence. But where you have all this system of endowment of schools, I am not sure it would be a proper

application of the public money to be giving payments for things taught there. We do not instruct the teachers at all, we only examine them. A man comes up and says, "I am willing to undergo an examination in chemistry." The object of examining them is simply to ascertain that we are paying a man who is capable of teaching what he says he has taught.

6656. (*Lord Taunton.*) How do they make it answer?—It is on a sound principle; we make it their interest and leave them to find the means.

6657. (*Mr. Forster.*) What payments do they get?—1*l.*, 2*l.*, 3*l.*, 4*l.*, or 5*l.*, according to the examination of the student.

6658. Do you think that the efficiency of the scheme entirely arises from the payment, or does it not in a great measure arise from the fact that these are authorized masters after a State examination?—I think it entirely arises from the payment. The examination of the masters is merely to satisfy ourselves that we are not cheated in the matter. We do not trace the scholar very minutely. A man brings him up and there is some sort of statement that the scholar has been taught by him, and we know he is able to teach.

6659. You do not think the fact that he is an authorized science teacher from the school of art gets to the teacher an amount of scholars he would not otherwise obtain?—I think it does. I think the people are anxious for the information, and they feel confidence that in going to this man he is able to communicate it.

6660. Of course a great part of his emoluments will result from what he obtains from the parents of the boys?—The scholars are generally young men who pay for themselves.

6661. The payment the school of art gives is only a small portion of the emolument that the teacher will get?—I do not know how that is. Some teachers of science make 150*l.* a year, in fact one man made 250*l.* a year, and we were obliged to put some little check upon it. There is a good deal of money to be made out of it; a very good subsistence for a man of energy and knowledge, even supposing that he got nothing from his pupils.

6662. In so far as the efficiency of it arises from the scholars or their parents feeling confidence in an authorized master, would it not be a precedent for masters who had the sanction and authority of having passed a Government examination in other questions besides science?—As soon as you begin to deal with public money I am all for certificating the masters, and never giving a shilling of public money without taking every security I possibly could; but when you get out of giving public money I think you get out of the region of Government interference. I do not think that Government ought to interfere beyond that, except in the single instance of these endowed schools, where it is *quasi* Government money.

6663. (*Dr. Storrar.*) You are aware that the University of London in the course of the last few years has instituted the faculty of science, and degrees in science are conferred. Do you not think that bachelors in science of the University of London, to which position they had attained by their own sole exertions, would be persons in whom the public might have confidence as teachers of science?—No doubt, but I would not dispense with their passing this examination.

6664. (*Lord Lyttelton.*) You stated that you thought the Government ought not to regulate the course of elementary instruction in the country?—I think it ought to regulate the elementary instruction. By that I meant primary schools, the very poor schools, that in the Privy Council we call elementary schools.

R. Lowe, Esq., M.P.

13th June 1865.

6665. I meant the Government-aided schools. When you state that you are against Government interfering and regulating the instruction in elementary schools, and yet that the Government does interfere minutely in the regulation of the training schools of masters for those schools, is your meaning this, that the Government takes, as it exists, the course of instruction of the poor, and endeavours to secure the proper training of the masters ?—It does prescribe the reading, writing, and cyphering virtually, because it makes its grant dependent upon them.

6666. On what principle do they justify going so much beyond that in the training schools ?—I think they go too far beyond it. The system of the training schools was formed with reference to the older system, when the Government did not make its grant depend on examination but only on inspection, and it embraces a wider field. My object, while I was at the Privy Council, after the passing of the Revised Code, was to cut the ten colleges down to a lower and more practical standard, and it has been done to a very considerable extent, and I dare say may admit of still greater reduction.

6667. (*Mr. Baines.*) Do you think that the tendency of the Civil Service examinations is to stimulate and improve education generally ?—I should hope it was to some extent. I think so. It is felt as an honour to a school when it gets one of those things, and I am always happy to see that it is mentioned.

6668. You would also think that every public system of examination, such as the Oxford and Cambridge local examinations, would operate in the same way ?—Yes. I think the Oxford and Cambridge local examinations will get into trouble ultimately. I think there should be only one, not two systems. It is hardly possible to keep them on a level.

6669. You think the tendency of these local examinations on middle-class schools must be to stimulate the education and to direct it ?—I think so, and to young men who have not been in school it is very good so far as it goes.

6670. (*Rev. A. W. Thorold.*) In the case of masters of middle-class schools, endowed or unendowed, would you prefer that they should be University men, in case there are funds enough to pay for them ?—No, I have no preference ; I am not at all sure that it is necessary.

6671. For schools for what we may call the lower section of the middle class, have you considered the question of establishing training colleges for masters, something analogous to the training colleges for elementary schools ?—I should be entirely opposed to it. I do not think that would be a proper object of Government interference where there is no grant. A general contribution out of endowment funds to form a training college, if such a thing were necessary, might be a matter worth considering, but I would not have the Government interfere.

6672. You think it would not be possible to utilize the present training colleges for training masters of elementary schools, for masters of middle-class schools, supposing the question of Government assistance could be eliminated ?—I dare say you are aware it is a very complicated question. We have now altered the method of payment altogether in the training colleges. We pay them entirely on results, and the result we consider to be a certificated master who has betaken himself for good and all to the trade of teaching a school. The whole thing is framed on that system, and it would imply an utter demolition of the present system of training colleges to introduce any collateral element whatever.

I may add this,—I believe there are too many training colleges, and I think it is quite possible that one or other of them may be very well employed in that way by a contribution among endowed schools. I think such a scheme as that might be very wise, but I do not think it could be worked side by side with the Government system.

R. Lowe, Esq., M.P.

13th June 1865.

Sir Edward C. Kerrison, Bart., M.P., called in and examined.

Sir E. C. Kerrison, Bart., M.P.

6673. (*Lord Taunton.*) I believe you have taken a great interest in the establishment of schools for middle-class education in the county of Suffolk ?—I have. The result of that has been that an expenditure in the first instance of about 22,000*l.* was voluntarily made by the county, which was obtained by subscriptions, without any return whatever, it may be said, except nominations, and as nominations are obtained for any pupil at the rate of 5*l.*, they really amount to nothing at all, for as the amount of donations increased from 5*l.* up to 100*l.*, so the right of nomination decreased at a rate which I will put in evidence. We built this school with the idea that there was wanting in Suffolk, as well as I believe in most other counties, a really sound good education for the middle classes at a reasonable rate. Generally speaking, middle-class schooling costs about 40 guineas a year. Out of 5,000 farmers in my county, I should say that fully 3,500 do not farm over 200 acres of land, and a great number are not able to pay so large a sum as that; and even if they were able to pay it, I question very much from the evidence that we now have of the pupils that are in the school, whether they really get their money's worth for it. We had 270 entered in the first term in April as boarders at the sum of 25*l.* a year, without extras, except in special cases of illness, or for their linen, and wearing apparel. We entirely find them in every way for 25*l.* a year. There were 270 entered in the first year, and we have room for 300. We find that in almost all cases they are totally deficient in the first and most necessary parts of education, such as reading, writing, and Bible history, and in point of fact in that species of education which is best taught in the National schools.

6674. (*Lord Lyttelton.*) In spelling are they backward ?—In spelling particularly. You no doubt have evidence of that as to the result of the middle-class examinations at Oxford and Cambridge, where the failures of the seniors and juniors are perfectly well known. That is the evidence of a schoolmaster, and I may read his very words. He says, "In reading, spelling, writing, dictation, and arithmetic they are "very deficient; in knowledge of the Bible and of the facts of Scrip- "ture history they are especially defective; their education has been "neglected on just those points in which the children in the class "above them have had careful instruction."

6675. (*Lord Taunton.*) I think you stated that 22,000*l.* was collected ?—Something of the kind will be collected before it is complete.

6676. Did that come from the landed gentry alone, or did other persons contribute ?—It came from all classes; it came from gentlemen here in London (who gave 500*l.* apiece) who made their fortune in London, and were connected with Suffolk, such as Mr. Goldsmith and one or two others; but the majority of them are either from land-owners or connected with trade in Suffolk, such as Mr. Garrett.

6677. Were there many small sums as well as large sums ?—A great number. I may hand in this book to the Commission, which contains the whole particulars (*the same is handed in*).

6678. In what way was this money spent ? How much of it went to building ?—We have not quite completed the whole thing now, and

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

the accounts are not fully out, but I should say from 15,000*l.* to 16,000*l.* will have been expended in the building and in preparing it for the purposes of the school.

6679. Had you to buy land?—No. Land was obtained in this way. There is an educational charity in the county of Suffolk at Framlingham, and the funds for this charity are somewhere about 2,000*l.* a year. It appeared from the trust deed that it was intended that a great portion of this should be used for grammar school boys, inasmuch as in the deed it is mentioned that boys who shall show at this grammar school special efficiency shall be sent afterwards to Pembroke College. The Fellows of Pembroke College had never acted upon this at all, they had latterly only had a few boys taught that kind of superior education, but otherwise it was purely a National school, and so was their school at Debenham and Coggeshall in Essex. I applied for a Special Act of Parliament, and a grant was made of 15 acres of land out of their property in the neighbourhood of the town where their property lies; they were of opinion, and I think they were right, that the value of the 15 acres would be trebly paid for by the great amount of expenditure, say 5,000*l.* or 6,000*l.* a year, which naturally must flow from the boys into the town where the property is situated.

6680. (*Lord Lyttelton.*) Is 300 boys the maximum?—Yes. We have power to add to the wings, but it is a remarkable fact that we should have 270 boys on the first opening.

6681. (*Lord Taunton.*) Must they come necessarily from the county of Suffolk?—We take them at 30*l.* a year from other counties; out of 270, 170 are the sons of farmers.

6682. You found a great willingness on the part of that class to take advantage of the school?—Yes; whether we shall be able to maintain the rate, or whether we shall not be obliged to raise the whole rate to 30*l.*, is a matter which another year alone can prove.

6683. How is your school managed?—We are incorporated under Royal Charter; we have 24 governors, a president, and a vice-president. I am the vice-president of that school.

6684. Appointed by name in the charter?—Yes, their appointment being sanctioned in the first instance by the general list of subscribers; the appointment now rests with themselves.

6685. Do you mean that they fill up vacancies themselves?—Yes.

6686. I suppose they consist of the leading gentlemen in Suffolk?—Yes.

6687. Who is the president?—The Lord Lieutenant of the county, the Earl of Stradbroke, is the president. The governors are the Marquis of Bristol, the Lord Henniker, the Venerable the Lord Arthur Hervey, Sir Charles J. Fox Bunbury, Bart., Sir Geo. N. Broke Middleton, Bart., Sir Fitzroy Kelly, Q.C., Sir Edward Sherlock Gooch, Bart., Major Parker, M.P., Henry Wilson, Esq., Colonel Adair, Chas. Austin, Esq. (who is a most active person), the Rev. Edmund Hollond, Jno. G. Sheppard, Esq., Thomas Lucas, Esq. (of Lucas and Kelk, who are now presenting a statue of the value of 800*l.* dedicated to the Prince Consort), Mr. Richard Garrett (whom you know as a great implement maker), Wm. Goldsmith, Esq. (who made his fortune in London), Abraham Garrett, Esq., Wm. G. Mantell, Esq. (who made his fortune in Leicester Square, and who sent 500*l.* to help the school), Hunter Rodwell, Esq., Cornelius Welton, Esq., Robt. Ransome, Esq., J. Allen Ransome, Esq., the Rev. Geo. F. Pooley, Thos. Crisp, Esq., and Geo. Gayford, Esq.

6688. (*Lord Lyttelton.*) Is the number limited in the charter?—The number is limited.

6689. (*Lord Taunton.*) What are the powers of the governors ?—The powers of the governors are absolute as far as the whole school is concerned.

6690. They appoint and dismiss the master?—They appoint and dismiss the master and assistant masters too.

6691. Can they and do they interfere at all in the management of the masters with regard to the instruction of the school ?—They could if they thought fit, but they very much object to any such interference; they have with the assistance of the head master laid down the kind of subjects which they wish taught.

6692. (*Lord Lyttelton.*) Their powers are unlimited over the whole school ?—Entirely, every part of it. I will read you the studies. The way which we thought the fairest to take with regard to what are called the middle classes, which it is so difficult to define, was to limit them by the kind of instruction which we give. We have seven clergymen's sons ; but we do not go beyond a certain point ; if they want to go beyond a certain point they cannot come to our school.

6693. You would not inquire what the rank in society was from which a boy came ?—On the contrary, we refuse no one. We think the way in which it should be limited should be by what we teach, and the instruction is as follows : "Religious instruction, in accordance " with the doctrines and practice of the Church of England. But " special exemption from distinctive Church of England teaching, and " from Sunday attendance at the parish church or college chapel, is " invariably granted to sons of dissenters, upon application to the head " master, the parents of such boys undertaking to provide for their " care and management on the Sunday to the satisfaction of the " governors. The elements of English education, viz., reading, " writing, spelling, and arithmetic. Some knowledge of each of these " subjects is required upon admission, to ensure which a simple test " examination is held." That is at the commencement. " English " grammar, composition, geography, and history. The elements of " Latin. French and German ; both these languages are taught so " as to enable the pupils as much as possible to speak as well as to " write them ; the French and German tutors will speak their re- " spective languages in their intercourse with the boys. Mathematics, " giving a prominent place to surveying and book-keeping. The " elements of the natural sciences. Agricultural chemistry. Geome- " trical, engineering, model, and architectural drawing. Vocal music." Those are the subjects. I mentioned the elements of Latin, but there is no Greek whatever.

6694. (*Lord Taunton.*) You have no farm connected with the school ?—No ; we think by-and-by possibly we might hire a few fields for the simple purpose of teaching them agricultural chemistry, but we have no idea of teaching them practical farming in any shape whatever.

6695. Is the master a clergyman ?—Our master is a clergyman ; he was the head master of the schools of St. Mark's College, Chelsea,—Mr. Daymond.

6696. Does he give religious instruction to the boys who wish to accept it ?—Yes; at this moment a person whose name I really do not know is building a chapel, and when that chapel is built we are to have a chaplain.

6697. Does that person endow the chapel and the chaplain ?—No.

6698. Who will do that ?—We shall do that out of our funds ; probably there will be an arrangement made by which we shall be enabled to do so.

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

6699. Therefore the chapel and the chaplain are not, as in the case of the West Buckland school, separate from the school?—Not at all; they are connected with the school, and are built by this person on the understanding that we provide a chaplain.

6700. At the same time I understand the system of your school to be this,—that no boy whose parents object to it is bound to attend that chapel, or is bound to accept the distinctive religious instruction of the Church of England?—Certainly not; only three I believe have availed themselves of the power of attending the dissenting chapel since the school commenced.

6701. Do you happen to be aware whether there are more than three children of dissenting parents?—A great many more.

6702. And you find when you do not compel them that the great majority are willing to go?—Yes.

6703. (*Lord Lyttelton.*) Is there a dissenting chapel within a reasonable distance?—Yes, in the town.

6704. (*Mr. Forster.*) Have those three requested to be released from the distinctive Church of England education?—Not one.

6705. (*Lord Taunton.*) Only from attending Divine service?—Yes, they have gone home and spent the Sunday with their parents in the town.

6706. Have you day scholars as well as boarders?—We have a few from the town of Framlingham. By the deed we agreed that we would take a certain number of day scholars from the towns of Debenham, Coggeshall, and Framlingham, which gave us the land.

6707. (*Mr. Baines.*) Where is your college?—At Framlingham, in the county of Suffolk.

6708. (*Lord Taunton.*) Are the powers of the governors laid down in writing?—Yes, in the charter.

6709. Will you have the kindness to furnish us with a copy of the charter?—Certainly.

[The Charter dated 30 July, 27 Vict., after reciting petition from Earl of Stradbroke, Sir E. C. Kerrison, Bart. and Sir F. Kelly:

"Constitutes a Corporation consisting of President Vice-President and Governors by the title of 'The Albert Middle Class College in Suffolk;'

"Names First President, Vice-President and Governors;

"Grants usual powers of a corporation;

"And licence to hold lands in mortmain not exceeding in the aggregate the annual value at time of acquisition of 5,000*l.*, besides such lands, &c. as may from time to time be exclusively used and occupied for the immediate purposes of the college;

"Makes five governors a quorum;

"Gives chairman vote and casting vote;

"Orders proper accounts and minutes of proceedings to be kept, &c.;

"And respecting the religious instruction, powers of governors, and appointment of new governors, ordains as follows:

"And we do hereby will and ordain, that religious instruction shall be given in the college in accordance with the principles of the United Church of England and Ireland, but that no boy shall be compelled to receive instruction in the Church Catechism or other formalities of the Established Church, or to attend the parish church or college chapel on Sundays, whose parents or guardians shall signify to the head master their objection to such instruction or attendance, and shall make provision for the attendance of such boys at some other place of religious worship, and that instruction shall be given in all other branches of knowledge which may be useful to the classes for whose benefit the said college is hereby founded, or which shall from time to time be directed by the governors; and there shall be a master to be elected by the governors for the time being, and such assistant masters as the governors shall nominate, and that the said master and assistant masters shall be removable at the will of the governors."

"And we will and ordain that the governors shall have the entire management and superintendence of the affairs, concerns, and property of the said college, and shall have the custody of the common seal of the said Corporation, with power to use the same for the concerns and affairs thereof, and shall have full power from time to time to make, annul, and alter any byelaws and regulations touching the government of the said college, the appointment and removal of the persons employed therein, the qualification as regards age and other circumstances, nomination, and admittance of pupils, and the amount of donation (if any) necessary to give a right of nominating pupils, and the order and mode in which such right shall be exercised, and all other matters relating thereto, and in general touching all matters whatsoever relating to the said college, so as such byelaws and regulations be not repugnant to the laws of our realm or the general design and spirit of this our charter; and all such byelaws and regulations when reduced into writing, and after the common seal of the Corporation shall have been affixed thereto, shall be binding upon all persons members of the said Corporation, and all officers, servants, and others connected with the said college; and in all cases unprovided for by this our charter it shall be lawful for the governors to act in such manner as shall to them appear best calculated to promote the welfare of the said college; provided always, that in the byelaws to be made as aforesaid provision shall be made for the perpetual right of free nomination by the master and fellows of Pembroke College of six boys from the said parishes of Framlingham, Debenham, and Coggeshall, or any one or more of the said parishes, either as day scholars or boarders, the day scholars to be free of any charge whatever and the boarders to be educated free but to be chargeable with such reasonable sum per annum for board or maintenance as shall be fixed by the byelaws; and we further will and ordain that on the death or resignation of the said Earl of Stradbroke or Sir Edward Clarence Kerrison, and on the death or resignation of each succeeding president, or vice-president, the governors shall elect some fit person to be such president or vice-president, and that upon the death or resignation of any other governor of the said Corporation the remaining governors shall from time to time proceed to elect a new governor, to supply the place of the governor so dying or resigning, from among the donors or subscribers to the college who shall be resident in the county of Suffolk, or in the event of the college becoming self-supporting, then from any inhabitants of the said county."]

Sir E. C. Kerrison, Bart. M.P.

13th June 1865.

6710. As I understand it, the governors have the absolute power of dismissing the master?—Yes, and of making byelaws of all sorts.

6711. Having appointed the master, do they practically let him have his own way?—They do not interfere the least in the world. We have 10 under masters now, including the German and French masters, and we say to the master, "Have the kindness to recommend some one to us," but we merely go through the form.

6712. You take his recommendation for the under masters?—Yes.

6713. And for the course of instruction?—And for the course of instruction.

6714. Have you any exhibition or anything of that sort?—We have scholarships attached, given by one or two of the people mentioned here.

6715. Having thus started your school with this very liberal subscription in the county of Suffolk, do you look forward to the school being self-supporting?—Entirely.

6716. (*Mr. Forster.*) You look forward to its being self-supporting as to the annual expenses, but you do not look forward to any repayment of interest?—No, it is not on the share principle at all, it is on the gift principle.

6717. (*Lord Taunton.*) You consider those privileges which were acquired by those who contributed their money to be almost nominal?—Quite nominal.

6718. It may be taken to be pretty much a donation?—Yes; and in

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

some cases where they gave a large sum, as I myself have done, all right to nomination has been cut off.

6719. Is the bishop of the diocese in any way officially connected with the school?—Yes.

6720. In what way?—He is a subscriber, as well as the Bishop of Ely.

6721. But officially?—At this present time he is not appointed a visitor, it was thought advisable not to appoint him, I did all I possibly could to prevent the bishop being appointed in the first instance as visitor, wishing it to be so after a time. That was from a desire not to interfere directly with anybody's religious feelings until the school was really and fairly set going. It is a Church of England school.

6722. (*Mr. Forster.*) I suppose we are to understand from that, that there is no person appointed officially a visitor in virtue of his office?—No.

6723. Neither the Bishop nor the Lord Lieutenant?—No; the Lord Lieutenant as president and myself as vice-president have only the extra power of summoning meetings when we think fit.

6724. It does not follow from that that the future president is to be the Lord Lieutenant?—Not the least.

6725. (*Lord Lyttelton.*) The Bishop has no *ex officio* position?—No.

6726. (*Lord Taunton.*) I think you stated that the inducement to found this school, on the part of yourself and the other gentlemen connected with the county of Suffolk, was an impression that the means of education for the children of farmers especially were dear and not very good. Are there endowed schools in your neighbourhood?—There are.

6727. Have you had occasion to examine these endowed schools sufficiently to form an estimate of their general character and usefulness?—I know some of them; there are 32 endowed schools in Suffolk; there are 15 grammar schools, 47 private boys' schools, and 126 girls' schools; this is from statistics compiled by Mr. Harrod, who is the great statistical man in our district.

6728. Have any of these grammar schools considerable funds?—The Framlingham one is the largest. There is a school which is not specially a grammar school, but which I should like to mention to the Commission, which is at Ampton. There are two schools I specially know about, one at Ampton and one at Thetford. The one at Ampton is a very curious case. It was left originally for six boys, and those six boys were to be taken from five parishes, and to be boarded and lodged. The amount of money which they now have for this school is between 400*l.* and 500*l.* a year. The only change has been to increase them to 10 boarders and 24 day scholars free, from the five parishes; consequently in those parishes there are no National schools at all. They depend upon this school. There has lately been a requisition to have fresh trustees added, there having been since 1712 or 1714 nothing but the five clergymen of the five parishes; they declined to have any fresh blood put into it at all, though there were four or five most excellent people who knew a great deal about education generally, who were resident within three or four miles, and who were very anxious to become trustees. Virtually now the school stands in this position, of having 10 boarders and 24 free scholars, and the cost is between 400*l.* and 500*l.* a year. They are not only to be boarded, but to be put out in life. I have tried to ascertain, but have not been able, to hear of anybody who during the last 10 years has reached a higher grade than that of a serjeant of the Guards.

6729. Has any application been made to the Charity Commissioners

to look into this case ?—Certainly there has, and I myself took pains in the matter some time ago, but the Charity Commissioners have no power to appoint others unless the trustees choose.

6730. What is the case of the school at Thetford ?—The school at Thetford has about 200*l.* a year. In the year 1834 that school, which is a species of grammar school, had one pupil in it. It has been a great many times complained of by the inhabitants, and in 1860, the last report I had, there were eight pupils in it. There was a new scheme which could not be obtained in the ordinary way, but which was done through the Court of Chancery at a great expense to the charity, and a maximum of 250*l.* a year for a master and a maximum of 150*l.* a year for an usher were set down in the scheme. They have not reached that sum yet, but it shows what the charity would be enabled to give by their fixing it in their rates. I know it has increased but very little ; there may be 14 or 15 pupils in the school.

6731. Do you know at this present moment what sum of money the master receives for teaching those pupils ?—They receive upwards of 200*l.* a year for teaching.

6732. Do you know at all what is the education given in a school like this ? Is it the dead languages, or is it a sort of education which would suit a farmer's son ?—The standard was raised a good deal the other day by the scheme made by the Court of Chancery, but still the people at Thetford appear to be satisfied that it is not such as to tempt anybody to send their sons.

6733. Do you mean that it is a too classical education and not a practical education ?—It is unsatisfactory in some way ; either the master is not sufficiently good or they have no confidence in him.

6734. The pupils do not resort to it ?—No. These are the feeders we look too for a school like our own, and which we ought to look to.

6735. Do you mean that you look to this school to give the elementary branches of instruction before the boys come to you ?—Yes ; my opinion is very strong about that ; that the want of power on the part of the Charity Commissioners is the destruction of all these schools. By a clause called Henley's clause (section 4 of the 23 & 24 Victoria, chapter 136), any interference in any charity (which includes a school) over 50*l.* a year is prevented and entirely stopped. They cannot do anything. They may write and send any inspector they think fit, but after the inspector has been down, the old trustees and the old state of things may go on. The only remedy is that they may, if they think fit, apply to the Attorney General, and so get the Court of Chancery to interfere, which is a very expensive affair, and of course goes against the funds of the charity. Another clause (section 14 of the same Act) forbids the removal of masters of grammar schools ; consequently if a man does not behave well, there is the greatest possible difficulty on the part of the trustees themselves (who would be the most ready to do it) in removing that man at all.

6736. You think the remedy, therefore, would be to increase the power of the Charity Commissioners over these schools, and to comprise within them schools of a greater income than 50*l.* a year ?—Certainly ; and more than that, that they should compel an annual inspection of all these schools, and that any action they should take upon that should be formed upon the report they received from those inspectors. There is another kind of school which I should like to mention to you, which has been tried by Mr. Tollemache

Sir E. C. Kerrison, Bart., M.P.

5 June 1865.

with a certain amount of success; it is a district school; he had a great idea like myself that in Suffolk the farmers' sons had a deficient education, whereupon he formed a district school of five parishes, and he asked them to send both their poor children and the farmers' sons. He spent 2,000*l.* in building the school. At first he could hardly get one farmer's son, until he sent his own two sons to the school. The result of the school is this:—The terms are very small. They are day scholars. He has added this year a few boarding pupils, that I can give you no report of. The terms for scholars under 12 years of age are 10*s.* 6*d.* a quarter; above 12, 15*s.* a quarter. He instructs them in the ordinary instruction of a school, not going very high. He has now 40 or 50 boys, farmer's sons, in the upper school.

6737. It is not a national school?—No; it is inspected by the ordinary inspector, but it is a school formed and maintained by himself. It was formed under the sanction of the Privy Council, and this is the form in which they originally applied to the Privy Council for their sanction to the school. (*The same is handed in.*)

6738. (*Mr. Forster.*) Is it well attended now?—It has now got 40 or 50 boys in the upper school, and 100 or 110 in the lower school; it has been so far successful, that another one nearer me has been started by Mr. Ryle.

6739. With regard to the school you have been mentioning, what is the arrangement with regard to religious teaching?—The catechism is not taught. The Bible is read every day. The school is attended by both churchmen and dissenters.

6740. (*Lord Taunton.*) Do the children of farmers to any extent attend the national schools in Suffolk?—They do to a great extent, and I think that in most cases they learn less than anybody that goes there.

6741. Why so?—In many cases the farmers, are very apt to be excessively indulgent, and it appears to me that their sons learn rather less than the other boys.

6742. (*Mr. Forster.*) Are they large farmers who send their children?—No, farmers of up to 160 acres of land.

6743. (*Lord Taunton.*) Do they make the same payment as the other boys?—Sometimes a little higher.

6744. (*Mr. Forster.*) They are struck out by the new arrangements of the Revised Code from the reception of the grant?—Yes.

6745. Do not the managers of the school demand more payment for them?—They have not at present.

6746. (*Lord Taunton.*) Do you not think it useful that they should?—Yes.

6747. Probably if they had to pay more for it they would value the education more?—Yes. They do not go on with their education at all. They take the boys away at 12 or 13, whereas the boys of the lower classes attend our evening schools and go on with their education.

6748. (*Mr. Forster.*) Are not the farmers becoming aware that their labourers' children are getting a better education than their own children?—I think they are.

6749. (*Lord Taunton.*) I think you said there was a considerable number of private schools for girls in Suffolk?—Yes, a great many.

6750. Do you know at all what is the general character of the education given to girls?—I do not know.

6751. You do not know whether it is pretty good or not?—I know very little of them. A great quantity of the larger farmers educate

their girls at home; they often keep governesses, where they have more than 300 acres of land.

6752. Have you had any means of forming an opinion as to which gives the best education, one of these schools or home education?—From what I have heard, the schools infinitely. The class of governesses they employ is not generally the most competent.

6753. (*Mr. Forster.*) I should rather gather from your answer that you think the girls get comparatively a better education than the boys?—I have not the slightest doubt of it. To begin with, they are kept longer. They do not want them at home, and they take the boy away at 14, and push him into the superintendence of something on the farm which he does not understand; what they call beginning his practical education.

6754. (*Lord Lyttelton.*) Had you had any communication with the founders of similar schools, such as the schools in Surrey or Devonshire, in constructing your school at Framlingham?—Yes; I went to several of them; to Hurstpierpoint and to West Buckland.

6755. Your scheme is nearly the same as in those schools?—Yes, to a certain extent; West Buckland is a shareholders' school. I think our school is perhaps more formed after West Buckland than any other school.

6756. Did you consult with the managers of the Surrey school?—No, I did not go to them.

6757. Is it a rule that the master must be a clergyman?—No, that is specially left open.

6758. As to the religious teaching, is the amount of the restriction this, that the master who is a clergyman must not teach the definite formularies of the Church of England?—We have taken the paragraph out of the Charity Commissioners' regulations. There is a special clause which is inserted in all cases where the Charity Commissioners are consulted, with reference to any alteration in the national schools; we took that exactly as it stood.

6759. Will you supply that?—I will do so.

["No child shall be compelled to receive instruction in the Church Catechism, or in any peculiar doctrines or principles of the Church of England, or to attend the schools or the parish church on Sundays, whose parents or next friends shall declare in writing that they entertain conscientious objections to such instruction or attendance, and shall undertake that the child shall be provided with other religious instruction and shall attend some other place of worship at least once on each Sunday."]

6760. The school is in actual operation?—It is.

6761. The schoolmaster reads the Bible with the boys?—He does.

6762. And explains it to them?—Yes.

6763. You mean that he is under this restriction, that he is to explain the Scriptures to them, and explain any part he pleases, but not according to the teaching of the Church of England?—He is to explain it entirely according to the doctrines of the Church of England, except in those cases where parents have positively objected to that course of instruction.

6764. You have not found cases of that?—Not in any case to my knowledge up to now.

6765. You have had cases of their being withdrawn from religious worship, and also from the teaching of the catechism?—No, not at present. It may have occurred in the last fortnight or three weeks; but not to my knowledge.

6766. There are about a hundred boys who are not the sons of

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

farmers ?—About that. They are principally the sons of tradesmen connected with agriculture, in small towns which are all agricultural.

6767. Is the council of which you gave us the names the same that framed the constitution of the school ?—Yes; it was under their sanction.

6768. (*Dr. Temple.*) Have you settled this sum of 25*l.* a year to be paid by the boys on any data ?—Yes.

6769. Where did you get the data ?—We got our data a good deal from West Buckland. I think that at West Buckland the cost of the boys' boarding is over-calculated. It is there set down at eight shillings a week; we think we could do it for seven shillings. We were doing it for seven shillings the other day when I inquired.

6770. What do you pay your masters ?—300*l.* a year, the head master.

6771. And after that ?—One, I think, gets 150*l.*, then 120*l.*, 100*l.*, and 80*l.*, with board and lodging to those who are single men. In the case of married men, 150*l.* a year.

6772. Is 300*l.* a year all the head master has ?—Yes, and a house.

6773. Simply the house, nothing else ?—No, but there are fixtures, and that kind of thing.

6774. What sort of a man do you expect to get for 300*l.* a year ?—We have got Mr. Daymond, who for four or five years was the head master of the schools of St. Mark's College, Chelsea.

6775. (*Lord Lyttelton.*) He was ordained after having been a schoolmaster for some years ?—Yes.

6776. (*Dr. Temple.*) Have you calculated what will be the total expense of the education alone, apart from the board ?—No, I have not been able to calculate that at present, because for some portions it is difficult to ascertain what masters we shall require. At the first term we thought we might probably require one or two more, therefore we have not been able to lay that down; we have lumped it, and taken the sum including the cost of masters, the cost of washing, and things of that description, which come into the ordinary expenses of the school.

6777. Do you expect that you will always be able to get an efficient master for 300*l.* a year ?—Yes, we think so. The same master would be able, we think, to manage 400 boys as well as 300 boys, and then we should considerably increase his salary, and be able to do so without altering the rate per head.

6778. Is his salary fixed, or does it vary with the number of boys ?—It is entirely fixed, and if any questions arose, it would go on the numbers.

6779. (*Lord Lyttelton.*) What do you mean by saying it would go on the numbers ?—We should give him some extra salary per head, a capitation fee.

6780. (*Dr. Temple.*) Have you any thoughts of sending any of these boys to the universities ?—None; merely to the middle class examinations.

6781. Have you any limit of age when they are obliged to quit ?—No.

6782. Might a boy stay till he was 20 ?—He might stay till he was 20. We thought it was not wise to limit it in that way. It very rarely happens that boys stay beyond 16. I think three boys entered at 16, but that is very rare.

6783. What do you suppose the sons of professional men, for instance, the sons of clergymen, are likely to do with themselves afterwards ?—My impression is that the whole of them will go into trade. They could not remain any length of time if they intended to go to the

universities without reading Greek. Though we may have had applications for it, we have not settled to teach any Greek at present; if we do, it will be at a considerably higher rate.

6784. (*Lord Lyttelton.*) Are they children of the clergy in the neighbourhood?—Yes.

6785. (*Mr. Forster.*) What schools do you think these boys are taken from? What schools would they have attended if they had not come to you?—Forty-one boys were educated in the grammar or endowed schools, 208 in the private schools, and 17 at home.

6786. With regard to those who were educated at private schools, have you any idea of what their parents were paying?—From 40 to 45 and 50 guineas per annum.

6787. Generally speaking you are giving an education at much lower terms than they were getting before?—Yes, because their numbers varied so much. They had very seldom more than 20, 25, or 30 boys, and then they had to keep their educational rate very low.

6788. Am I to understand from that, that the commercial academies in Suffolk generally charge 40*l.* a year?—That is what the head master writes me. I should not say that the whole of them do that. I should say it was from 30*l.* to 40*l.*, and in the towns such as Norwich, Ipswich, and Bury, it is 60*l.* and 80*l.*

6789. (*Lord Lyttelton.*) What is it in the boarding schools?—From 25*l.* and 30*l.* to 45*l.* and 50*l.*

6790. (*Mr. Forster.*) It would have been quite possible for you to have charged so much higher a sum as would have made it completely self-supporting, and given an interest on the original subscription?—We had no idea of giving an interest on the subscription. It was raised as a memorial to the Prince Consort, and we wanted to make no money by the transaction; therefore we are going to keep the terms as low as possible, and the only sum which may be considered as interest is the 5*l.* nomination.

6791. Have you laid down any rules with regard to discipline as to punishments?—No special rule. We think that caning occasionally is very useful. We leave it to the master. Lately there have been complaints that he has caned two or three boys, and we think he is right.

6792. How often does the council meet?—Latterly the council has been meeting almost weekly or fortnightly.

6793. How long has this school been in operation?—Since April; the first quarter is just now over.

6794. These very frequent meetings have been necessitated by the first starting of the school?—Yes; not by interference with the business of the school, merely financial matters.

6795. You have had no examination yet?—None.

6796. Would you object to state the arrangements that you have made for examination?—We really have made no arrangements at this present moment, because the master said that with a fresh school of 300 boys coming in upon him, so many of them deficient in the commonest kind of education, he hoped we would not tie his hands until he could see his way. They are to have a yearly examination, not only that the parents may know how they get on, but likewise for these scholarships.

6797. Are there any extra charges?—We have none, except for special cases of sickness. The payment is 25*l.* a year for two terms, which sum includes board, washing, tuition, and everything except school books, repairs of clothes, cloth clothes, boots, and special medical attendance. We do give them ordinary medical attendance.

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

6798. I understood you to say that if you taught Greek you would make a special charge ?—Yes.

6799. You have not at present any special charges for education at all ?—No.

6800. Are all the subjects which are taught compulsory on every boy if the master thinks him fit for it ?—I suppose it may be said to be compulsory upon them to learn the ordinary subjects. The master puts them from class to class, as they are in a condition to go.

6801. (*Lord Lyttelton.*) What is the special medical attendance ?—Cases where there is a long illness, fevers and things of that sort.

6802. (*Mr. Forster.*) Has the result of your having such an examination obliged you to exclude any that offer themselves ?—No, I believe none. It is a very mild examination.

6803. At what age do you contemplate that they generally will come to you ?—At 10, I think.

6804. (*Lord Lyttelton.*) Is it a fixed minimum ?—Yes. No boy is admitted under 9 or above 16, except by permission of the governors.

6805. (*Mr. Forster.*) At what age do you expect that they will generally come to you ?—We hope they will come at 9 or 10. We specially wish them at that age, because then we get them from the beginning, and they are much easier to teach.

6806. What education have those who come to you at 9 or 10 had before ?—Very little indeed.

6807. They have been at infant schools ?—A good many of them at national schools.

6808. I suppose all can read ?—We will not have any that do not read and write tolerably.

6809. You make writing a condition ?—Yes.

6810. Any ciphering ?—I was not present at the last examination, but I think not ; I will not be quite certain of that. There is a curious letter from a schoolmaster, which, amongst other things, called my attention to this matter some years ago. To show how little they know about education, I will read it to you. I also took some advertisements from the public papers at the time—four or five years ago. One man says that for 16 guineas, no extras, with the kindest treatment and best food without limit, he will educate boys ; and he ends by saying that "boys who seek such advantages must dress well." This was sent to me by a friend of mine, with reference to his own tenants' sons, who were educated at that school, and I took that from a public newspaper. Some of his tenants' sons were educated at this school, where they remained four years. There were 40 day scholars and 20 boarders ; the only teachers were the schoolmaster and his daughter. Some public accusation was brought against the master, and I will read *verbatim* a portion of his letter in the newspaper denying the accusation : "Having saw an advertisement chargeing me, &c., I am at a "lost to know your reporter's name and address, or the person as so "tolerated you to lay those untruths before the public at large. I am "now bound by the ties of nature to kindly request you to oblige me "withe the proper name and address of the person as send you this "lying and false report for you to insert in your daily paper ; and I "may give them or him to rightly understand by the laws of our realm, "as when any person to send a thing of this kind to be laid before the "public, they are bound to send the truth and nothing but the truth ; "and if they do send what they cannot prove to be true, they must put "up with the consequences, and that they will find as soon as I can

"find who this false writer is." That positively was from a man who educated several sons of a tenant of a friend of mine.

6811. What was his charge ?—I think I understood it was 25 guineas, or something of that kind.

6812. Are any of your boys boys who would have been at the national school ?—Yes.

6813. How many, do you think ?—I could not tell you exactly. I know instances of several.

6814. Parents do not complain of having to pay so much more ?—No, they do not ; they are quite satisfied, because what they say to me, and what is really the foundation of all these larger schools, is, that they are going to have a test which they never had before, and they shall get their money's worth.

6815. You appear to get two classes of children, one at a much cheaper rate, to which you give at any rate as good, or probably a better education than they would otherwise have obtained, and also the sons of parents who can afford to send their children to your school, who were educated at the National school partly by public subscription before ?—Yes.

6816. (*Lord Taunton.*) Do you find that the boys of those different classes do well together ?—Yes, I asked the master that question, and he said yes. He said, like all other boys in schools, they soon found out their level, and make particular friends with one another, but as to quarrelling because one was the son of a person of a lower class than another, such a thing is not heard of.

6817. (*Mr. Forster.*) What would be the greatest difference between the classes ?—There would be very considerable difference. There would be the son of a man who had a farm of 500*l.* or 600*l.* a year, and the son of a man who did not pay 60*l.* a year.

6818. Are there any artizans' children at all ?—No, I hardly think there are, being an agricultural district.

6819. Master masons ?—There may be some of them.

6820. Small shopkeepers ?—Certainly; I think they are almost more anxious to give education to their children than farmers.

6821. Some professional men besides clergymen ?—Yes.

6822. Doctors ?—I belive there are several surgeons.

6823. Any solicitors ?—I do not know of any.

6824. (*Lord Lyttelton.*) Nor any military men ?—I do not think so.

6825. (*Mr. Baines.*) You stated that you had 41 boys from grammar and endowed schools, and 208 from private schools, but from what you said afterwards I was rather led to think that some of those might be from national schools. I understood you to say that some of them came from national schools ?—I suppose they would be called private schools in that sense, private and national.

6826. Are any boys admitted without a nomination ?—No.

6827. What amount of donation to your funds entitles a person to nominate ?—5*l.*

6828. I think you said you would tell us your scale of nomination ?—A donor of 5*l.* is entitled to one nomination ; a donor of 10*l.* is entitled to two nominations ; a donor of 20*l.* is entitled to three nominations ; a donor of 25*l.* is entitled to three nominations, or one for life ; a donor of 50*l.* is entitled to three nominations and one for life ; a donor of 100*l.* is entitled to four nominations, and one in perpetuity ; a donor of 150*l.* is entitled to five nominations, one for life, and one in perpetuity ; and a donor of 200*l.* is entitled to six nominations, and two in perpetuity. For every further 100*l.* above 200*l.* two

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

nominations and one in perpetuity. We try to give to the smaller (*5l.*) as much as we can.

6829. (*Mr. Acland.*) In fact there is in all cases an entrance fee of *5l.* ?—Yes.

6830. (*Mr. Forster.*) Has any parent an opportunity of getting his boy in by subscribing *5l.* ?—Yes, he goes on the list and is taken as regularly as the other. We have laid it open that anybody in the whole district can have it as well as ourselves. We want the middle-classes to understand that when the college is built and started they must support it.*

6831. (*Mr. Erle.*) Will you state more particularly the relation of the Ampton school to the Charity Commission. You say it was visited by one of their inspectors ?—It was.

6832. Do you know whether the trustees have applied to the Commissioners to enlarge the governing body ?—They have not applied.

6833. Or to establish any scheme which has been considered necessary for the improvement of the school ?—On the contrary, they thought they were governing very well.

6834. They refused to do it, and therefore the Charity Commission have no jurisdiction ?—None.

6835. The site of the county school at Framlingham, I think, was charity land ?—It was.

6836. And the Charity Commissioners had not jurisdiction to appropriate that for the public purposes to which it is now applied ?—No.

6837. Therefore it was necessary to get an Act of Parliament under their special jurisdiction ?—It was.

6838. You obtained the appropriation under the Charity Commission without expense ?—Without any expense ; it was conveyed without any expense to us.

6839. Therefore the Ampton school can only be reformed by the interposition of the Court of Chancery, on the application of the Attorney-General ?—In no other way.

6840. (*Mr. Acland.*) What is your opinion of the value of special preparation for the pursuit of agriculture ?—I have a very strong opinion that for the pursuit of agriculture, or anything else, a good general education is the necessary foundation, and that any attempt to divert a boy of the middle class before he is 16 years of age from general education to special education would be a great evil.

6841. You have included agricultural chemistry amongst the subjects of your college ; has that been done on the ground of the opinion of the founders of the school that it is an element in general education, or has it been in some degree a concession to the popular demand ?—It has been rather a concession to the fact that the county in which the school is, is purely an agricultural district, and that the farmers might desire that their sons should have some knowledge of it, and that when the general education has been principally attended to, that they should have lectures upon agricultural chemistry.

6842. Are you able to state, so early, whether the subject is appreciated by the parents, or whether it is found to be valuable as a means of education ?—I have not heard of any special wish on the part of the parents to have that subject particularly brought forward. They are far more anxious that their sons should get a good general education, than any special application of it, and the more sensible of them think

* Further information about Framlingham College will be found in the evidence of Rev. A. Daymond, given on March 13, 1866. Q. 14485–14691.

that if there is anything special to be obtained beyond the knowledge of chemistry and the knowledge of surveying generally, that it is far better learnt at their own farm afterwards than it ever can be in any college.

6843. You have had, of course, as President of the Royal Agricultural Society, and from your long attention to the subject, considerable opportunities of making yourself acquainted with the opinions of the farming class on the subject of the education that is suited to their children, and you are also, of course, aware that much has been said of late in agricultural papers in favour of special preparation for farming; do you think that those statements in the agricultural papers reflect the real opinion of the farmers?—I do not think they do. I think that that answer should be guarded in this way; that after 16, probably the farmers may be of opinion that more attention should be paid to special education; and no doubt where they have the money to place their sons, after 16, at any college where chemistry as applied to agriculture, or such subjects as mechanics are taught, they would do it with eminent advantage, because they would then keep up that education which, as I said before, is neglected after 16, particularly in the farming class, and is left to go perfectly wild upon a farm.

6844. My question was not so much as to your own opinion of what is best, as to what is the prevailing feeling of the agricultural class as to the value of special education now?—I think they are in favour of general education.

6845. Is there not a special difficulty in the case of farmers, that the knowledge of stock, and in some degree the knowledge of labour, is necessary to them, and also requires to be acquired early in life?—Yes, I believe they are of that opinion; they do not think that is to be taught in a college.

6846. Does not that create a great difficulty in providing for the school life of a farmer, that a portion of his early boyhood requires to be given to that special training?—I do not think that. The holidays from the school occupy twelve weeks in every year, and are generally spent at their own farms, where the subject is plainly before them.

6847. (*Mr. Forster.*) Is it the habit of most farmers to apprentice their boys in farms at 16?—No, not to apprentice them, but to send them out as pupils.

6848. In your part of the country it is not the custom to apprentice them?—No.

6849. (*Mr. Acland.*) You do not mean by that answer to say that it is not their practice to send them out as farming pupils?—That is a different thing. They send them out as pupils; almost all the larger farmers do put them out at a distance, and it is a better thing than keeping them at home.

6850. (*Lord Lyttelton.*) What you attach special importance to is that the special education should not be given till after 16?—Yes. I may qualify that to a certain degree. By special education, I mean that they might have lectures in special subjects, which they might be interested in, but that they should not interfere with their regular general instruction.

6851. (*Mr. Acland.*) Referring to what you said just now about holidays, are you of opinion, and do you think that sensible farmers would also be of opinion, that a boy's school life need not be interrupted between 10 and 16 for the sake of learning work or the habits of animals?—I think not.

6852. What is the amount they are willing to pay for their sons as

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

farming pupils after 16?—It varies very much. I suppose they pay from 50*l.* to 100*l.*

6853. (*Dr. Storrar.*) I observe that the course of instruction comprises, amongst other subjects, the elements of the natural sciences and agricultural chemistry. Can you tell me at all in what way provision has been made for instruction in those subjects?—There has been no actual special provision made for them at present, inasmuch as we were very anxious when the school first came together to see that their general instruction was first attended to, and then we thought of making provision by means of lectures for those things.

6854. You mean by lecturers being brought down to the school for the special purpose?—Yes; and then we thought we might hire fields where the experiments with various kinds of manure might be made so as to illustrate the lectures.

6855. Has the subject been well considered among you so as to enable you to arrive at the conclusion that a system of teaching science by lectures would be efficient for any useful purposes?—We do not think that we ought to give up very much more time to the special subjects than is consumed in a few lectures being given. We should teach them the groundwork of chemistry in the ordinary way through our own teachers.

6856. By resident teachers?—Yes; the agricultural part of the chemistry we should teach through people who came down.

6857. Then you would retain teachers as assistants in the school that were competent fairly to initiate the boys in the elements of those sciences?—Yes, we have retained them. They are now competent to teach those things.

6858. Have you any laboratory?—We have none at present.

6859. I presume that the school being new, you would wish to feel your way by securing, in the first instance, that the pupils you have already received should be thoroughly grounded in the elementary subjects before you advanced to the sciences?—Quite so.

6860. You have alluded to a very much larger proportion of the boys of farmers attending the national schools than of girls. Can you give any reason for that?—No; except the dislike of the smart farmer's girl to associate with the others.

6861-3. (*Mr. Acland.*) Will you be so good as to state what steps have been taken by the Royal Agricultural Society with reference to the education of the farmer?—They appointed a committee, and made a report, which I beg to hand in, which has been adopted by the council. (*The same was handed in, and was as follows*):—

ROYAL AGRICULTURAL SOCIETY OF ENGLAND,

2nd May 1865.

REPORT OF THE EDUCATION COMMITTEE.

Adopted 5th April.

1. The Committee have revised the report placed before the Council on the 10th March, and have again taken into consideration the various subjects which were discussed upon that occasion.

2. In consequence of the late period of the year at which this report has been referred back to them, the Committee cannot recommend any examination in practical agriculture in 1865, and are not prepared to advise the appointment by the Council of a Board of Examiners until a trial has been made of the existing examining bodies.

3. The Committee recommend that a sum not exceeding 100*l.* be given for Society's prizes, amongst candidates who have passed the Oxford or Cambridge senior or junior examination.

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

4. That a sum not exceeding 100*l.* be given for special subjects enumerated below* to candidates at the Oxford and Cambridge examinations who have passed the preliminary examination.

5. That a sum of 100*l.* be left in the hands of the Committee for additional prizes in connexion with these examinations, or for expenses attendant thereon.

6. Every candidate shall be recommended by a member of the Royal Agricultural Society of England, and must be a person in some way dependent on the cultivation of the land for his support, or intending to make agriculture his profession.

7. In the choice of special subjects, the Committee being necessarily restricted to those in which candidates are examined at the Oxford and Cambridge local examinations, have made their selection with a view to the encouragement of proficiency in such branches of science as are applicable to the study of practical agriculture, and calculated to prepare the mind of the student for the proper reception of that practical education, which must ultimately be completed by observation of the working of a farm, and thus enable him to test the value of such theories as may be presented to him.

8. The subjects chosen will be especially useful to machine makers, manure manufacturers, and others who it is hoped will be attracted to these examinations, though more indirectly dependent upon agriculture for their support than the actual cultivators of the soil.

(Signed) EDWARD HOLLAND,
Chairman.

EXTRACT from the MINUTES of the COMMITTEE, May 16, 1865.

That for the purpose of prizes to be awarded in connexion with the Cambridge local examination, in December 1865, there be appropriated a sum not exceeding 150*l.*

That the said sum be apportioned as follows:—

I. To prizes for candidates who obtain certificates, regard being had to their place in the General Class List.

Juniors, a sum not exceeding - - - £25
Seniors - - - - - - £25

II. To prizes for candidates who (having passed the preliminary examination) are distinguished in any of the following special subjects:—

Juniors:
Section 7. Pure Mathematics.
Section 8. Mechanics.
Section 9. Chemistry.
Section 10. (*a*) Zoology, or (*b*) Botany.
No student will be examined in more than one of the two divisions (*a*) and (*b*).
A sum not exceeding - - - - £20

Seniors:
Section E. Mathematics.
Section F. Chemistry.
Section G. 1. Zoology, and the elements of Animal Physiology.
2. Botany, and the elements of Vegetable Physiology.
3. Geology, including Physical Geography.
No student will be examined in more than one of these three divisions. (1), (2), (3).
A sum not exceeding - - - - £30

III. To prizes for candidates who answer papers to be set in Mechanics, and Chemistry as applied to Agriculture. Open to juniors and seniors

---

* The special subjects referred to in paragraph 4 are,—
Mathematics.
Mechanics.
Chemistry.
Zoology, Botany, or Geology

Sir E. C. Kerrison, Bart., M.P.

13th June 1865.

who have passed the preliminary examination, as above, and also to any young men not exceeding 25 years of age (duly recommended). A sum not exceeding £30.

EXTRACT from the REGULATIONS for LOCAL EXAMINATIONS.

University of Cambridge, December 1865.

1. "All candidates will have to fill up a printed form for the University. Application for these forms should be made to the Local Secretary, at the place of examination before October 26. Such application should state precisely whether forms for senior or junior candidates are required."

The examinations will probably be held at the following places, and the gentlemen whose addresses are given kindly act as Local Secretaries for their respective neighbourhoods:—

Barnstaple: S. Featherstone, Esq., Union Terrace School.
Brighton: Barclay Phillips, Esq., 75, Lansdown Place.
Bristol: Rev. E. J. Gregory, 2, Belgrave Place, Clifton.
Cambridge: R. Potts, Esq., Parker's Piece.
Exeter: W. Roberts, Esq., Broadgate.
Hastings: Messrs. Porter and Stewart, West Hill House.
Leeds: Barnet Blake, Esq., Mechanics' Institute, West Riding Educational Board.
Liverpool: N. Waterhouse, Esq., 5, Rake Lane.
London: T. Bodley, Esq., 49, Upper Harley Street, W.
Lutterworth: Rev. W. Berry, Ullesthorpe House.
Northampton: Rev. R. P. Lightfoot, Preston Deanery.
Norwich: Rev. Hinds Howell, Drayton Rectory.
Plymouth: Rev. E. F. Tracey, Ford Park.
Sheffield: Rev. S. Earnshaw.
Southampton: Rev. A. Sells, Polygon House.
Torquay: E. Cockrem, Esq., Directory Office, 10, Strand.
West Buckland: J. H. Thompson, Esq., Devon County School.
Windsor: W. H. Harris, Esq., 4, Osborne Villas.
Wolverhampton: W. Crowther Umbers, Esq., 2, Chronicle Buildings, Market Street.

2. "These forms must be returned by November 1st, 1865, to the same Local Secretary, and with them must be remitted the fees, viz., the University fee 1*l.*, and the local fee (if any) charged by the Committee at the place of examination."

No fee is required by the Royal Agricultural Society of England.

Candidates for the Society's prizes must be recommended by a member of the Society.

Application for forms of recommendation should be made without delay to.

The Hon. Secretary,
Royal Agricultural Education Committee,
12, Hanover Square, London, W.,

from whom further particulars may be obtained on application.

Adjourned.

Wednesday, 14th June 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

JOSEPH PAYNE, Esq., called in and examined.

J. Payne, Esq.

14th June 1865.

6864. (*Lord Taunton.*) I believe you have had extensive experience in practical education?—Yes, I have been engaged in teaching for more than 35 years.

6865. In what manner?—In the first instance as an assistant master; secondly, as joint-principal of a large school; and, thirdly, in a school of my own.

6866. In the first place, where were you assistant schoolmaster?—At a school in the New Kent Road, London.

6867. Was that a private school?—A private school—a small boarding and large day school.

6868. What class of boys were there there?—They were mostly the sons of the tradesmen of the neighbourhood.

6869. They were the sons of tradesmen and people in that class of life?—Almost entirely.

6870. What was your next experience?—While I was at this school I became acquainted accidentally with Jacotot's system of teaching. I was very much interested in it, and was induced to make myself acquainted with its principles, to write a pamphlet, and to deliver lectures on the subject. The consequence was that I was applied to by a lady at Camberwell, having no school at that time, but educating her own family, consisting of three members, together with, I think, two children of a friend of hers. She was interested in what I had written upon the subject, and asked me to superintend this little family class. I was induced, therefore, ultimately to leave the engagement I had, and to take the entire charge of it. The results were so far successful that a great many other persons wished to avail themselves of the same opportunity, and at last the number increased so much, that before I left Camberwell it had become a school of between 70 and 80 boys.

6871–6. In this school you were head master, not assistant master?—In this school I had the entire charge of the children's education.

6877. You mentioned that you turned your attention a good deal to the consideration and carrying into effect Jacotot's principle of education; how would you describe that principle in general terms?—The principle, which is a very good one, mainly consisted in learning a few things and continually repeating them. Jacotot's fundamental maxim was "*tout est dans tout;*" this he carried out very rigidly, and he said, what was true enough, that if you know perfectly well all the relations between the words, for instance, of half-a-dozen pages of a book, you substantially know the book. All the rest will consist rather in adhesions to that first nucleus than in the introduction of anything positively new. The principles of the language as well as the matter of the book are in some sense contained in the first few pages. The severity of the tax upon the memory required

J. Payne, Esq.
14th June 1865.

by Jacotot's system was probably the cause of its failure as a whole. He required, for instance, in teaching French, that each pupil should learn by heart the first book of *Télémaque*, and that it should be all repeated every day; so that the continual repetition from the beginning produced a very wearisome effect on the pupil. At the same time I think the general principle—*multum non multa*—is quite unquestionable. Jacotot's system proved very useful, interesting me in the subject of education, and furnishing me with many of the principles which I afterwards adopted in practice.

6878. Then for 19 years, I think, you conducted a school at Leatherhead?—Yes.

6879. Will you have the kindness to describe the nature of that school. In the first place I believe it was entirely your own property, and strictly a private school?—Yes.

6880. What were the terms at that school?—The terms were 50 guineas for pupils under 11 years of age. There was a junior department as well as a senior department for the purpose of training the younger boys to the studies that they were afterwards to adopt. The terms for the next grade, from 11 to 15 were 60 guineas, and for those who entered after 15, 70 guineas.

6881. I presume that your pupils were the children of what may be called the upper division of the middle class?—They were.

6882. Professional men and so forth?—Quite a respectable connexion.

6883. Was there anything peculiar in the course of study pursued there? Was it what is called a classical education generally?—A classical education for the most part. Classics occupied 43 per cent. of the weekly total of 42 working hours; Mathematics about 30 per cent., French and German 14 per cent., history and geography 10 per cent., spelling 2 per cent., and reading 1 per cent. These subjects constituted our curriculum, and some others were taken as subsidiary.

6884. You taught Greek, I believe?—Yes. Every pupil in the school was expected to learn Latin, and no plea whatever was allowed in default; but the study of Greek was always made a matter of option with the parents, so that about one-third or rather more of the boys learnt Greek.

6885. Did your boys go to the Universities in any number after they left you?—Yes, many of them.

6886. Were they sent to the Cambridge or Oxford local examination?—A great many of them; generally about one-fourth of the school.

6887. Did you send them up by a whole class, such as, say, the upper class, or by picked boys?—We sent them up by selecting the boys for the most part.

6888. What do you think of that system as to its effect on tuition in the school?—I think the effect is remarkably good.

6889. Do you think there is no danger of its inducing a master to pay special attention to the cleverer boys to the neglect of the more ordinary boys?—I think it sometimes has that effect, but in general I should say that the result is to stimulate the whole mass. The attention both of masters and boys is quickened, and the great majority gain by the process, which at last issues in the selection of a minority for examination. It is wrong, undoubtedly, for a schoolmaster to attend only or mainly to the clever boys. They can generally take care of themselves.

6890. Taking the class of schoolmasters generally, are you apprehensive that the system of selecting particular boys to be sent up, and not sending up a whole class, might have an injurious effect?—I think

it might. On the other hand, I think the advantages are so considerable that they far outweigh any disadvantage of that kind, and especially in proportion as the plan itself goes on and its working is known.

6891. You are probably aware that there are some schools where they make a point of sending up the boys in classes, and not by selection ?—I do not know of any school in which that is done, except it be in this way,—I could say I did the same thing, because, in a certain sense that was also my plan. I used generally to arrange my classes for the term on the principle of taking those books and those subjects which were to be comprehended in the examination, so that boys who were not going to the examination did the same work, with this difference, that we generally went two or three times over the same subject with those who were going to be examined, while we confined ourselves to going once over it with those who were not.

6892. Did you find the system with regard to subjects pursued in these University examinations interfere at all with that system of instruction which you, as a schoolmaster, would have thought the best for your school ?—Not in the least; they coincided exactly. I admired the project when it was first brought out; I thought it was very admirably worked out for the most part, and I think so still.

6893. Did you send them to the Oxford or to the Cambridge local examination ?—To both, but mainly to the Oxford.

6894. Was yours a Church of England school ?—Partly Church of England and partly dissenting.

6895–6. In what way did you conduct the religious education in your school ?—It was a principle with me, as a number of the pupils belonged to the Church of England and a number did not, not to adopt any doctrinal Catechism at all. If parents belonging to the Church of England wished to put their sons with me, I always told them that at the beginning ; I said I did not wish to make their children either Dissenters or Churchmen We therefore confined ourselves to Scriptural instruction wholly.

6897. Probably you read the Bible ?—Yes, we read the Bible in school every day, and had Bible classes on the Sunday.

6898. Did you explain the Bible ?—Yes, I did to the best of my ability.

6899. (*Lord Lyttelton.*) You explained it according to your own sense of it ?—According to my own sense and view of it; that is to say aided, so far as I could find aid by commentaries.

6900. (*Lord Taunton.*) You had prayers probably in the school ?—Twice every day.

6901. What prayers ?—Generally speaking the prayers were extemporaneous ; sometimes we used a form.

6902. (*Lord Lyttelton.*) Were the forms ever taken from the Liturgy of the Church of England ?—Not precisely. We almost always used Wilberforce's prayers when the extemporaneous prayer was not adopted.

6903. (*Lord Taunton.*) Were the boys required to attend Divine service ?—Yes, they were always required to attend Divine service.

6904. I think you said that Latin was an indispensable part of your course of education ?—It was.

6905. Do you attach great importance to that ?—I attached very great importance to it, and therefore always required that it should form a prominent part of the instruction of every boy.

6906. In the class of life to which your pupils belonged, did you find in the parents an indisposition to their sons being taught Latin ?—No, quite the contrary, with a very few exceptions.

6907. You think they appreciated the importance of it ?—No doubt.

J. Payne, Esq.
14th June 1865.

6908. (*Lord Lyttelton.*) On what ground do you think parents valued the study of Latin?—I think they valued it mainly, perhaps, from the idea that it was a capital basis for the knowledge of English. I used myself, if spoken to on the subject, to show its advantage also as a means of mental discipline.

6909. Did it ever seem to appear to them in a new light?—I have had to fight it out occasionally. Some of them thought that their sons would be better employed in learning what they called useful things. Then of course I had to enter into the discussion of what usefulness was, and to show that the man was more usefully equipped for his occupation by having all his faculties in good order, and in such a condition that they could be used well and promptly, than in being acquainted with a multitude of sometimes incoherent and frequently entirely useless facts which were called general knowledge.

6910. Did you generally find an intelligent acquiescence in that on the part of the parents?—Generally. It must have been so, because, my school was almost always full.

6911. (*Lord Taunton.*) I think you said that two modern languages, French and German, were taught?—Yes, French to all without exception.

6912. French was obligatory?—Without any exception; it was as general as Latin.

6913. With regard to German, was that optional?—German was optional. Generally, those who did not learn Greek learned German.

6914–5. How far did you go in mathematics?—Our course of mathematics comprehended spherical trigonometry, algebraic geometry, and so on.

6916. Did you teach them physical science at all?—Our teaching of physical science was almost entirely confined to chemistry; and chemistry, although we did not devote a great deal of time to it, was very efficiently taught. It must have been so because in the Oxford and Cambridge examinations our boys generally stood very high. Ours was practical chemistry in a laboratory, chemical analysis. Chemistry cannot be properly taught by books.

6917. Do you attach importance to the study of chemistry as a discipline of the mind?—I do. I think it is a very valuable discipline of the mind, and I found this result also, not only that the boys acquired a great deal of information with regard to the nature of things about them, which was very useful to them, but that it made them much more handy; in fact I recommended it in one or two instances to parents who were complaining that their sons were awkward and unhandy, for what with breaking glasses and instruments of one sort and another, and having to mend them themselves, which was generally required, many of them certainly obtained a considerable facility which they had not before in using their hands and in using their wits.

6918. (*Lord Lyttelton.*) In the school at Leatherhead what was the class of the parents of the boys?—They were generally merchants, professional men, and private gentlemen.

6919. Had you any of the shopkeeper class?—There were some.

6920. They were generally above that?—Generally.

6921. (*Dean of Chichester.*) What was the number of boys at the school?—Of course the number fluctuated, but I should say that the average was about 70.

6922. (*Lord Lyttelton.*) They came to you at about what age?—Those who came for the junior department came at eight or nine.

6923. And stayed till they went to the Universities?—Some of them stayed till 18.

6924. (*Dean of Chichester.*) Had you any Jews ?—No.

6925. (*Lord Taunton.*) Any Roman Catholics ? — No Roman Catholics.

6926. (*Dr. Storrar.*) Was chemistry taught in the school by resident masters ?—It was not. The boys had only one lesson in the week. That was given by a very efficient teacher who came down from London to give the lesson ; he spent two or three hours, a long evening, with them.

6927. So that in fact it was a lesson, not a formal lecture ?—It was a lesson and not a formal lecture.

6928. The instructor took care that the boys were intelligently acquainted with the processes, and with the modes of reasoning, in order thoroughly to appreciate a science like chemistry ?—Quite so. I do not say that they made any great advance, but that what they did they did well.

6929. Are you chemist enough yourself to say what range they took ?—I am not ; I only know that they were capable of analysing substances of two or three elements.

6930. Did you ever send any boys to the matriculation examination of the University of London ?—Yes, a great many.

6931. You are aware that chemistry and natural philosophy are subjects which are required in that examination ?—I am, but I believe that practical chemistry is not required.

6932. Were you able, in your school, to prepare those boys that you sent for the science examinations without their passing through the hands of some intermediate instructor ?—Yes, we did. It frequently happened, however, that the boys who went to the matriculation examination were not in the chemistry class. In this case we got a mere manual and worked them in it, and thus made them acquainted with the matters required. We had not time to carry those boys then preparing for matriculation examination through our practical course of instruction in chemistry.

6933. Am I therefore to infer from that that there would be some difficulty in carrying the boys that went through the classical and mathematical course through the science course at the same time ?—I do not think there would be any difficulty except this :—The boys who learnt chemistry learnt it at the request of the parents, and everyone knows that a laboratory well carried on is an expensive affair, and, moreover, the master who came down required a handsome remuneration. Of course those expenses being entirely extraneous were expected to be paid for, and were very cheerfully paid for by those who required the instruction ; but in the case of those who were preparing for the matriculation there was no extra charge of that kind made, because we made no use of the laboratory in preparing them. So that the instruction in the two cases was of a totally different character ; in the one case it was little better than cramming, in the other case it was a real instruction, commencing with elementary knowledge and going up to the higher branches.

6934. You are, perhaps, not aware that in the course of the last two or three years a great change has taken place in the matriculation examination with reference to that very question ?—No, I am not.

6935. May I ask you whether you value chemistry exclusively as an accessory study to classics and mathematics, or whether you consider that it has independent advantages in the way of training the intellect and affording useful instruction ?—I think it has independent advantages. One of the great advantages that I felt were connected with it

J. Payne, Esq.
14th June 1865.

was this, that the boys who learnt chemistry and became interested in it almost invariably, as I found afterwards, when they left school, pursued it themselves. I have always thought it a very important thing that in a school there should be some studies which should not be given up, and the results almost thrown away as soon as the boy left school, but which he should be induced from their inherent interest to carry on himself. I thought that was one of the very great advantages of our study of chemistry, that several of the boys not only studied the subject themselves afterwards, but made considerable progress and became quite proficient in it.

6936. You would desire that a boy should study Latin and mathematics?—Yes.

6937. Then that he might take chemistry, say, perhaps, in lieu of Greek?—Yes.

6938. But that he should never take chemistry as a science for intellectual purposes to stand in the place of Latin?—Not as a general rule. Peculiar circumstances were however provided for. Thus it happened that some of the boys who learnt chemistry were the sons of gentlemen who farmed their own estates, and who were anxious that they should obtain some knowledge of chemistry with a view to its agricultural application, and these were allowed a year or two before the close of their course to give up Latin, and devote the time thus gained to chemistry.

6939. At what age did you admit the boys to the chemistry class?—They were generally about 15 or 16 years of age. Younger boys, I think, make it more an amusement than a study.

6940. Perhaps you would be of opinion that boys before the age of 15 would not be able to avail themselves of the intellectual advantages of scientific study?—I am. I think it is a great mistake to suppose that science, properly so called, can be advantageously taught to young boys. I do not think it does any good. I have noticed this fact, that although boys may be amused and interested in being members of a choral class, or in learning the names of a few flowers, yet when you come to the real grammar of the subject, and attempt to teach them the science of music or of botany, they recalcitrate from that quite as much as from any other thing that requires a great deal of attention and which is really a hard study; in fact, *on ne s'instruit pas en s'amusant.*

6941. Did you give any instruction in the branches of natural philosophy, such as dynamics, heat, light, or electricity?—Only in those subjects to which mathematical principles could be more particularly applied. We always had, however, lectures throughout the year on those and other subjects, not with a view of teaching the subjects, for I do not think people ever learn things thoroughly by lectures; lessons and lectures have two totally different objects. We found that the lectures were interesting, as giving very frequently a sort of stimulus to the mind, and probably one which operated in after years. I remember in one or two instances being told that lectures which boys heard at school, although they did not at the time induce any desire to work or acquire information connected with them, yet afterwards became a stimulus to further interest in the pursuit of those studies.

6942. Then those lectures I suspect must have been of a very judicious character?—We always had very good lecturers.

6943. You say that your numbers were generally about 70?—That was the average number.

6944. What proportion of the 70 availed themselves of the scientific course?—Very few; not more than 7 or 8. The laboratory did not allow of more. In a laboratory for boys you are obliged to have

so many places. They have their own apparatus about them. We accommodated 7 boys, and no more could well be admitted.

6945. What determined the selection?—I think I said that the parents sometimes expressly requested that their boys should learn chemistry. In other cases I recommended it myself; for instance, where Greek was not learnt, and where they did not wish them to learn German. I then said some subject must be taken, and I should recommend chemistry.

6946. Assuming that all the boys of the school went through the system of the school, would you think it desirable that they should all have the advantage of the science course?—You are including under the term "science course" more than chemistry merely?

6947. Chemistry or any branch of natural philosophy; any subject, except mathematics, which might come under the head of science?—I have always thought it was not worth while to attempt to teach science unless it were taught thoroughly. Otherwise you leave a number of very crude notions in the mind which are not of the nature of true instruction or education; and therefore I have never myself desired very greatly to extend the number of subjects taught in what you have called the physical course. I thought it was better to confine ourselves to chemistry, which we found we could do well.

6948. Assuming that you confine yourself to chemistry, would you consider it a desirable thing, supposing you had the handling of your school entirely to yourself, that all should avail themselves of chemical instruction?—I think it would be a good thing if the time could be found for it.

6949. And if you had the convenience?—If I had the convenience. I found very great advantage from it; but at the same time merely introducing boys into it who had no interest whatever in it, I could not see did any particular good.

6950. The same remark might apply perhaps to other subjects?—Yes; except that generally boys consider that it is their fate to learn Latin, therefore they do not resist it at all, and in consequence of that they frequently become greatly interested in it.

6951. Upon the whole we may assume that your experience would lead you to the conclusion that science in some form or another may prove a most useful subject for the training of boys?—I quite think so.

6952. (*Lord Taunton.*) I believe, besides attending to your own school, you have paid considerable attention to the subject of middle-class education generally?—Yes, I have been very much interested in it generally.

6953. Have you had any opportunity of observing the sort of education given in schools of a much lower rank than yours, that were much lower as to terms, and consequently directed to the instruction of a class of pupils of a much lower rank of life?—I have had some opportunities.

6954. What should you say generally was the character of the instruction given in those schools?—I think in general it is not good. One reason is that very many schools of the class you are describing content themselves with inferior manuals of instruction; books that are banished from good schools, because found to be utterly useless and valueless, are still employed in great numbers in these schools, and frequently merely because they are cheap.

6955. But are masters in these schools generally men fit for the task, or have they betaken themselves to it because they could not make their way in other walks of life?—I should think it would be

J. Payne, Esq.
14th June 1865.

found that a large but diminishing per-centage belong to the latter description.

6956. Has any means of improving this state of things occurred to you which you think would be practicable?—I have been a long time engaged in trying to do something of that sort in concert with the College of Preceptors. We have tried to reach schoolmasters of this class by inducing them to take an interest in the general improvement of the profession.

6957. Do you think it would be at all probable that you would greatly improve these schoolmasters and give a sufficient stimulus to them to exertion, unless you could make their profession tolerably remunerative?—I think that would be a great help towards their improvement.

6958. How would you set about doing that?—I do not know exactly. I think one way of making it more remunerative would be to give the schoolmaster himself an improved *status*.

6959. How would you do that?—It has been proposed to do that by scholastic registration.

6960. Are you favourable to that principle?—I am favourable to it generally, but at the same time I see the immense difficulties that are in the way of it, arising from the fact that there are so many descriptions of teachers. I hardly see how it is to be carried out.

6961. That would to a certain extent make the scholastic profession a close profession?—It would make it in some respects a close profession, and would probably in the end be the means of introducing into it those who were really well qualified for it, as well by high attainment as by an earnest interest in it for its own sake.

6962. Some witnesses who have taken pretty much the same view as you do, have proposed that schoolmasters should be put in some respects on the same footing as medical men are now, and that they should not be allowed to recover their fees in a court of law unless registered?—I should object to any compulsory means of that kind. I think all that is done should be of a permissive not a compulsory character.

6963. (*Lord Lyttelton.*) You would trust to publicity to make a list of that sort known?—I think so. I think it would have a very great effect.

6964. (*Lord Taunton.*) If there were such a list, would it not be difficult to exclude anyone from it of decent character unless he was scandalously unfit to teach?—I think it would be difficult.

6965. (*Lord Lyttelton.*) How would you constitute such a list; who would have authority to issue it?—It would be necessary that there should be a sort of examining or revising board, who should have the power of granting some certificate, and on producing that certificate the name should be registered.

6966–9. Should that be a Government board?—I think it should not be.

6970. Do you think the Universities might nominate the board?—Yes.

6971. (*Lord Taunton.*) Do you think that would be preferable to its being done by the Committee of Council on Education?—I think very much so.

6972. (*Lord Lyttelton.*) And the same body might give the certificates?—Yes. Or there might be several examining boards, and one great board or council, to ratify and register the certificates.

6973. (*Lord Taunton.*) Have you turned your attention to the question of the endowed schools?—I have not.

6974. As to the mode of maintaining discipline in your school, did you resort to corporal punishment?—At one time I used to adopt corporal punishment occasionally, but latterly I gave it up entirely, and it was so rarely inflicted before that it was considered a great exception in the school. The means by which I hoped to secure discipline, and by which I did secure it (because I had a very orderly school), was almost entirely moral—personal influence. I always made it my business as soon as a boy came into the school to study his character, to see what his strength and what his weakness was, and to manage him almost entirely in accordance with the experience thus gained. I found in the end that I did very much more by a word or a look in that way than I had done by using corporal punishment.

6975. (*Lord Lyttelton.*) Were you able to dispense with corporal punishment?—Yes, I entirely dispensed with it; but if any father or mother wished me to say that I never would use it, I always declined to give such a pledge.

6976. Had you never any incorrigible boys?—I scarcely ever had an incorrigible boy. I never but once had a boy who said he would not do a thing that I ordered. That case will perhaps exemplify what I mean. I told him to do something, and he said, "I will not." "Then," I said, "you must leave the school-room if you please, and you do not "enter it again until you see that your conduct is very wrong." He went away, and in the course of an hour he came back and confessed that he thought he had been quite in the wrong. He was required to make the confession publicly in the school, and that was the end of the affair. He never offended in the same way again.

6977. Where had he been?—Simply into the playground.

6978. (*Lord Taunton.*) That system would be more difficult to carry into effect in a much larger school, would it not?—It might be; I never myself felt any fear but that I could manage 100 boys as well as 50.

6979. Do you think that the internal discipline of the school was good?—I think so. I took a great deal of pains of course to get good masters, and to make them respected by the boys.

6980. Will you allow me to ask you what is the rate of payment you gave your masters?—150*l.*, 110*l.*, 90*l.*, and 80*l.*, exclusive of board and lodging.

6981. How many boys slept in a room?—The greatest number was eight, except in the case of the very young boys, who had a dormitory to themselves containing eleven, with a nurse sleeping close at hand.

6982. What was your smallest number?—One. Some of the boys had separate rooms.

6983. (*Lord Lyttelton.*) You had some rooms of eight boys and some of one; had you any of two?—Yes; there were several of two; I frequently put two brothers into a room.

6984. But would you put two who were not brothers?—Yes, I put two that were not brothers also.

6985. (*Lord Taunton.*) Had you any opportunity of judging of the discipline of the smaller and worse managed class of private schools?—I cannot say that I have.

6986. Do you think it likely that there were considerable abuses, both in the conduct of the masters to the boys and in the conduct of the boys amongst themselves?—It is not at all unlikely. I think that boys are almost naturally disposed to persecute those who offer the opportunity, and it was one of my first objects when a boy came to the school to watch over him for the first week personally and also by means of the masters, and see whether he was interfered with in that way.

J. Payne, Esq.
14th June 1865.

6987. (*Dean of Chichester.*) Was there any discipline in the playground ?—We always had one of the masters there.

6988. (*Lord Lyttelton.*) Within hearing of the boys ?—Yes.

6989. (*Dr. Storrar.*) What principle did you follow in the selection of your masters ; did you require them to be graduates of a University, or did you select them from a knowledge on your part of their possessing peculiar aptitude for teaching ?—Rather the latter. I did not find any advantage, generally speaking, in having graduates, provided that I made myself aware of what the real qualifications of the other class were.

6990. Did you ever have occasion to expel a boy ?—Yes, I have had occasion to expel one or two boys.

6991. So that, in fact, the system of non-corporal punishment could hardly be made absolutely applicable to a school in which you excluded the privilege of expulsion ?—I think the privilege, or right as I would rather call it, of expulsion should always be in the power of the master. I remember once that a boy was brought to me from one of the public schools of London. I knew that he had been at that school, and I said to the father, "I have almost resolved never to receive a boy from "a public school unless he brings with him a certificate of good "character," and I asked him whether he could in that case have such a certificate ? He said no, he did not think he could. Then I said I should take him merely on the understanding that I should be at liberty to send him back if I saw occasion to do so. Within the first quarter of an hour I found that he was using such language in the playground as had never been previously known amongst the boys at all, and the consequence was that I sent him back directly.

6992. (*Lord Lyttelton.*) Without any remonstrance of the parent ?—The parent remonstrated with me for doing so. He said the reason I was so strict about it was the very reason he wished his son to be with me. I said that might be very good for his view of the case, but on the other hand, I was not to subject 20 or 30 boys to certain injury for the contingent benefit of his son.

6993. (*Dr. Storrar.*) Looking to the education of that portion of the middle class, which is immediately above that class, which would avail itself of the National and British schools, do you not think that there is a difficulty in getting good education by reason of their unwillingness to pay fees to a really competent man, who would be willing to embrace the profession of a schoolmaster ?—Yes, I think that very many parents of that class just get the cheapest teachers without much regard to qualification.

6994. So that, in fact, looking at the class of schoolmasters as a whole, embracing all that are engaged in teaching, you could hardly hope to raise the status of the profession unless you could get the public to recognize their claims more liberally ?—I think not.

6995. It would require a certain amount of capital on the part of any schoolmaster to open a school ?—Yes.

6996. And unless a schoolmaster were properly remunerated, so as to enable him to get a satisfactory return for the capital he had expended, the probability is that he would have carried that capital off in some other direction ?—Yes, I think that is the greatest difficulty of all.

6997. Have you at all thought how that might be overcome, by meeting the reluctance of that section of the middle class to give suitable remuneration halfway or in part ?—No, I do not know how that difficuty could be met. I think the parents would give higher remuneration if they felt that the standard of remuneration was altogether raised, and that they must submit to that rise.

6998. Should you think it arises more from their having got into a bad habit?—I think so. I think it arises very frequently from masters accepting almost anything that is given them, making different arrangements with different parents, and altogether treating, what I think should be a high profession, as if it were a mere trade.

6999. What would in your opinion be the effect of this course, of providing in certain cases a school-house and a residence for the master, and then appointing a suitable master to teach, leaving him to get his income from the instruction. Do you think that would tempt a better class of men to take upon themselves the instruction of the lower section of the middle classes, seeing they would be relieved from the rent of a residence and the rent of a school-house?—I think it would all then depend, as it does in other cases, upon the quality of the master. I think that a man who has the right qualifications need not ask for any help. He need not have any patronage but what he can give himself by making his works praise him, and if he were a person who got into this position in order to save himself the exercise of ordinary judgment and care, and from the lack of ambition, I think he would not be better off, nor would the general community be better off by the arrangement you suggest.

7000. I have in my mind that section who might not be willing to give sufficient money in fees for the maintenance of a thoroughly qualified schoolmaster. Supposing that you provided for a thoroughly qualified schoolmaster a residence and a school-house, might not that be an arrangement which would secure a better education than is now given?—Do you mean give it by Government supply?

7001. By any kind of provision, whether by Government, existing endowments, or by contributions among the wealthy of the district?—I should think that in some cases it would be an advantage, but that on the whole, the system would not work well.

7002–5. (*Dean of Chichester.*) Did the boys in your school take much interest in sports, cricket and those things?—Yes, they were capital cricketers. I think, generally speaking, boys who work well also play well, though the converse is by no means necessarily true.

7006. (*Lord Lyttelton.*) Can you give us any evidence about the feeling of the class of private schoolmasters as to any grievances they feel about their position in the country?—I think private schoolmasters have always felt it singular as regards the conduct of the Government, that positions in which they would be particularly qualified to give aid have never been offered to them. For instance, with regard to inspectors of schools, there are hundreds of schoolmasters who must know a great deal more about what schools are, and what teaching is, than those who have had nothing to do with education before their appointment, and who have everything of that kind to learn. Private schoolmasters have never been called on to take part in enquiries into education, whereas if there were a committee of inquiry into railways, engineering, or fortifications, persons acquainted with railways, engineering, and fortifications would be asked to take part in it.

7007-8. Head masters of public schools have been put upon Commissions to inquire into education?—Yes, in the case of Dr. Temple in the present instance; but I believe there are very few instances in which an inspector of ordinary schools has been chosen from among the class of schoolmasters, although one would think from a *primâ facie* view of the subject they were the persons who knew most about what a school should be; whether it was well taught, and whether the results were good.

J. Payne, Esq.
14th June 1865.

7009. Are you acquainted with the College of Preceptors?—Very well. I am one of the vice-presidents of the council.

7010. Does that body consider that it has been sufficiently recognized on the part of the authorities of the country?—Many of them expected that an application would have been made to the College, as representing so many schoolmasters, to help in furnishing the information which any commission was desirous of obtaining.

7011. Are you aware that we have had considerable evidence from members of that body?—Yes, as individual members.

7012. (*Lord Taunton.*) Are there any other points on which you are desirous of making any statement to the Commission?—I think not.

Sir J. Pakington, Bart., M.P.

The Right Hon. Sir JOHN PAKINGTON, Bart., M.P., called in and examined.

7013. (*Lord Taunton.*) I believe you have directed your attention a good deal to the subject upon which this Commission is appointed, the education of the middle classes?—I have for some years directed a good deal of attention to the subject of education generally, but perhaps not so much to the education of the middle classes as to that of the labouring classes.

7014. With regard to that division of the middle classes which comes immediately above the National schools, are you able to state any views you entertain of means which might be adopted to make education more accessible to that portion of the middle classes?—I have long been of opinion that if our general system of education for the working classes were what it in my mind ought to be, if we had a really good national system, and good schools spread in a sufficient number over the country, what I may speak of as the lower stratum of the middle class, namely, the farmers to a great extent certainly, and the lower class of shopkeepers, might well be provided at least with elementary education by sending their children to the National schools.

7015. Would you go upon the principle of requiring a higher money payment from the children of parents of that class than you would from the children of parents of the labouring class?—Yes; I think it would be reasonable and right to call upon the parents of the middle classes sending their children to a National school for a higher rate of payment than you would require from the labourer. I think myself that the Committee of Council on Education have recently exercised a wise and proper discretion in refusing to make an allowance for the children of those classes who may fairly be expected to provide for the education of their own children. With regard to that idea of calling upon the middle classes to pay a higher fee at a National school than the children of the labouring classes pay at the same school, in a case in which I am myself interested in the county of Worcester, in a school that I have joined in providing there as a district school for several parishes, I have put that system into practice, and I think I may say, into successful practice. It is called Cutnall Green School. I will describe the case generally. It is a case where there existed a wretched little endowment to provide gratuitous education for 30 children from each of two small parishes. I am myself largely interested, being the proprietor of the whole of an adjoining parish, still too small for a good school for the education of the working classes, and another gentleman, Mr. Foster, the member for South Staffordshire, is largely interested in a fourth parish. I proposed to Mr. Foster that we should

avail ourselves of this little endowment to endeavour to establish a really good school for these four contiguous parishes, each of which was too small to attempt to establish satisfactory schools for themselves. Mr. Foster joined me in that proposal. At our own expense we erected a new school house. We applied to the Charity Commissioners to aid us in the undertaking, which they did, and we have now in that way established a very successful district school, which is in full operation, for these four parishes. It is in that school that the system referred to has been adopted. The system is this: We call upon those who are the occupiers of more than 20 acres of land to pay 10*s.* per quarter per child; we call upon small tradesmen and occupiers of less than 20 acres of land to pay 5*s.* per quarter, and we call upon the labouring children to pay threepence per week. We have found no objection to this plan, and the practical result at this moment is that, with an attendance of somewhere between 70 and 80 children at the school, we find there are three children in the school at this time at the higher rate of 10*s.* per quarter and 12 children at the second rate of 5*s.* per quarter. That is the only case which has come within my knowledge as yet of a system founded on variation of payments; but I am at present acting as chairman of a Committee of the House of Commons, for which I moved, upon this subject, and I have directed my examinations in several instances to this subject, and I have had recent evidence from the counties of Lincoln, York, Oxford, and some others where this principle has been acted upon, but not systematically. It appears, in the cases as to which I have had evidence, never to have been reduced to an actual system like that which I have described in this school, but to be acted upon arbitrarily, that farmers' children and tradesmen's children have come to the schools where the schools were good enough, and the managers of the schools have in their own discretion imposed a higher fee, sometimes fourpence a week and sometimes more.

Sir J. Pakington, Bart., M.P.

14th June 1865.

7016. There is not that graduated scale?—No. Perhaps the Commission may be glad to hear of another mode of arriving at the same result, which was stated only yesterday before the Committee of the House of Commons to which I have referred, by a very able and intelligent witness, Mr. Lloyd, the incumbent of the parish of Chalfont, in the county of Buckingham. I was much struck with the evidence Mr. Lloyd gave us as bearing upon this particular question, and there the plan adopted has tended to the same end. It is there brought to a system, but the system is that instead of dividing the children coming to the school by social position they are divided by the attainments for which they are willing to pay; in this way, instead of there being three classes of children there are three classes of education, and the lowest class pay one penny a week, a very low fee for the labouring classes, merely for the ordinary elementary education of a National school. The second class is a higher scale of instruction, they pay fourpence a week; and then there is a third class, higher still, in which I think Mr. Lloyd said they introduced Latin, if desired, in which sixpence a week is paid. Here you have the same end attained by different means. Instead of drawing a distinction between social classes a distinction is drawn between systems of instruction. Of course it would be for the Commission to consider which of those two modes is the best; perhaps the one would be more applicable in one district and the other more applicable in another district. The inference I draw with very great satisfaction from all these cases is, that the very common idea that there is on the part of the farmers and tradesmen an objection on the ground of pride to have their children

Sir J. Pakington, Bart., M.P.

14th June 1865.

mixing, even for elementary education, with the labouring classes is erroneous.

7017. (*Lord Lyttelton.*) The number of three in your school is rather small? There must be more farmers' children than that?—The number is not three, it is 15.

7018. I mean of the larger farmers?—Of those above 20 acres there are only three, of those under 20 acres there are 12. The average number of the school is, I think, rather above 80; the attendance does not range much above 60, so you have one-fourth paying higher fees.

7019. But in those four parishes there are probably very many more than three farmers farming above 20 acres?—Certainly. I do not myself suppose that you would have what we should call the large farmers sending their children to the National schools. It is becoming more and more the custom in England now to divide estates into large farms, and where you have a farmer occupying several hundred acres and paying several hundred pounds a year, I think the probability is that he would desire a higher class of school for his children than he would find in the National school. But there again you come to the question of what the National school is to be, and I think it will mainly depend on what the National school is, how high in the scale of that class of society you would find people willing to send their children.

7020. Whatever the description of the school is there will be the children of the labourers; and the question is, not with regard to farmers of under 20 acres, nor to farmers of several hundred acres, but with regard to farmers of 50, 80, 100, or 150 acres, whether they will be always found to send their children?—I think it is very difficult to answer a question of that kind, except as guided by experience, and my belief is, and I think the facts I have mentioned to the Commission justify and support me in that belief, that, speaking generally, if you improve these schools and make them good enough for the purpose you will not find that any false feeling of pride will deter the smaller class of farmers, at all events, from sending their children to enjoy the benefits of these schools; but there again I think I should qualify my answer to this extent, that I think the willingness to send their children would apply very much more to the boys than to the girls. They will send their boys, they do not mind their mixing; but there would be a hesitation about sending their girls.

7021. Could you state what extent of land the parents of those three boys have?—No, I cannot tell you that.

7022. (*Dean of Chichester.*) The system that you have mentioned is carried on at Leeds, where the boys pay twopence, fourpence, and sixpence?—Yes.

7023. (*Lord Taunton.*) From your experience are you of opinion that there is a decided advantage in boys of different classes mixing on the same benches in the same school?—I really can hardly say that I have any experience of my own to justify me in expressing an opinion, but speaking on general grounds I certainly should be glad to see it. I see no objection to it at all. I am fortified in that opinion, as this Commission must be aware, by long standing experience in Scotland.

7024. Do you think it would be possible to engraft on the National schools, which are schools merely for elementary learning, classes where higher branches of instruction were given, which would naturally separate the boys whose parents could afford to keep them longer at the school from those who could not, they all having undergone the same elementary instruction in the lower class?—I do not know how far the

Commission may think me at liberty to give what is certainly second-hand evidence, but the evidence which the Committee of the House of Commons received yesterday from Mr. Lloyd, of Chalfont, bears exactly on that point. He said that in that school at Chalfont the children of the working classes and the children of all classes sat together on the same benches and learned the same things up to a certain point, and then when you come to the higher subjects of instruction there is a curtain across the schoolroom, and on the other side of that curtain (which is not drawn so as to make any invidious distinction, but merely as separating one part of the room from the other) the higher branches of instruction are carried on. That, I think, very much meets your Lordship's question. Mr. Lloyd mentioned another fact, which perhaps the Commission might like to hear. He said that among his parishioners now a very large proportion of the farmers were many years ago educated at that school. The school has an endowment. It is a large parish with a population of 1,200. The school then fell into bad repute, it was neglected and became a bad school, and the attendance of the better classes ceased. They have now got a certificated master under the Privy Council, the school is again restored to a satisfactory state, and the attendance of those classes is resumed.

7025. I observe that in the case of the school at Chalfont which you have just mentioned, and also in that of your own school in your own neighbourhood, a small endowment, which was of no service, has been made use of for the purpose of rendering more effectual and more generally useful the local school. Do you think that that principle might be carried out more generally where there are small endowments that are now comparatively of little use, by working upon the foundation of the National schools and rendering them more available for the middle classes by means of those endowments?—I have a very strong opinion upon that point. I have not the least doubt that if the Education department had larger powers than they possess, and were competent to deal with that question, there are all over England a great number of small endowments which are, in the majority of cases, certainly useless, and in many cases positively mischievous, acting as impediments to education, which might be rendered most important auxiliaries to education. In this case this very endowment was positively mischievous, because it impeded the establishment of anything like a good school in the neighbourhood. It professed to give gratuitous education to the children of these parishes; but perhaps I may mention that being desirous to know what this school was doing, I rode up one day, some years ago. I found a few dirty boys round the door, and I said "where is the schoolmaster?" A boy said "there he is." There was a man walking down the turnpike road in attendance upon a cart; he was following his cart, his main business being to make what living he could out of the few acres of land which constituted this endowment, while the boys were playing about in the dirt at the door. That was my first acquaintance with that school. I believe that that may be taken as a type of the present condition of an immense number of these endowments, all of which I will venture to say by judicious management might be rendered most useful to the cause of popular education.

7026. Had you any difficulty in getting that set to rights through the means of the Charity Commission?—Not the least. The Charity Commission has met us very fairly about it, and given us every reasonable assistance.

7027. (*Lord Lyttelton.*) Could you tell us generally the plan of study pursued at Cutnall Green?—We have a very good trained and

Sir J. Pakington, Bart., M.P.

14th June 1865.

certificated schoolmaster, and the plan of study is entirely elementary education on the same plan as a good National school.

7028. It is not like the old grammar schools; you do not teach Latin?—No.

7029. Any physical science?—No, I think not. I think I ought to mention another case which Lord Lyttelton is well acquainted with, namely, the school of Mr. Lee, St. Peter's, Droitwich. At that school also the same principle was adopted, but not reduced to a system, of making the children of the lower middle classes pay higher fees, but there it was found that the boys did come and would come, and the girls did not and would not.

7030. Have you ever considered any detailed plan of dealing with these endowments?—I cannot say that I have, further than you may infer from the statement I have made as to this particular case in which I have been myself interested. I regard that case as a valuable case, not only as an illustration of the use that may be made of small endowments, but also as illustrating how beneficial, wherever possible, may be the combination of small parishes for one district school, in which I have much more faith myself than in any other plan. It is of course a question of distance, but wherever you can combine two or more parishes into one district, so as not to impose upon the children the necessity of coming too great a distance to the school, in my humble opinion that is a far better and more practical arrangement than that which has been suggested by Miss Coutts, not for a central school, but for a central master. Then again, in order to carry that out, you want power.

7031. (*Lord Taunton.*) It has been stated by one witness that this sort of combined action of adjoining parishes was apt to create difficulty in the form of an indisposition of the different clergymen of these parishes to act cordially together?—No doubt that is one cause of difficulty, and whenever I have asked questions on that point, which I have frequently done, of the witnesses who have been examined before the Committee of the House of Commons I referred to, that has always been the answer. I think again that the real answer to that difficulty is, that it depends upon what power exists for starting these things. How is this done in my case? It is done because I take an interest in the subject and reside there. I asked the people to agree, and they did agree; but you will find throughout England generally where these cases are most desirable, there is no person to take the initiative, no person to start it. I am disposed to think that if there were local educational bodies acting in concert with the central department, who were responsible for looking after these cases, and certain powers given to them, the idea of finding difficulty with the clergy would very soon vanish.

7032. (*Lord Lyttelton.*) Do you think that the Charity Commissioners could be made use of for that purpose?—I presume under the existing law that their assistance would be essential in carrying out the arrangement, but I should not look to them as the body to originate proceedings.

7033. You think that the origination should be with some local board?—I think so.

7034. (*Lord Taunton.*) As a means of providing sufficient education for the sons of tenant farmers of moderate holdings, should you prefer a system that brought the education to their doors, so as to have their sons day scholars, or a system which acted in counties or some other considerable districts, and which provided county schools to which their sons at a reasonable expense could be sent as boarders, or do you

think it would be well to endeavour to work upon both systems?—I should think that the two systems ought to be co-existent. Certainly for the younger children, and for the elementary stages of instruction. I should prefer their going to the local school, and I think with regard to the smaller farmers and smaller tradesmen local schools might be found sufficient. With regard to persons of higher position and larger means they would not be sufficient. I think such a school as is suggested in the second part of your question might be found extremely useful for the subsequent stages of education of the higher class of farmers.

7035. I presume then you do not think it would be well to attempt to carry education in these mere local schools beyond a certain point?—No, I doubt it very much.

7036. You think if they wanted that they had better go to the greater school afterwards?—Yes. There are grammar and endowed schools in most counties, which I think in many cases are good, and in many cases where they are not good may be made so, and they would be the natural resort of the higher class of farmers for their children when more advanced in age.

7037. Do you approve of the attempts that have been made to establish good county schools in Suffolk and in other counties?—There is no such school in the part of England with which I am connected, and I am hardly sufficiently conversant with what has taken place to give an opinion.

7038. Are you within reach of good endowed or other schools for the middle classes?—Yes; there are two very excellent schools, of one of which I am a trustee; Hartlebury school is a school where the higher class of farmers might find a very good education for their children.

7039. At what cost?—The local farmers might have it at a very small cost indeed.

7040. But for boarders?—I really forget. That is the affair of the head master; he takes boarders at a certain rate of payment.

7041. (*Lord Lyttelton.*) What is the other school you referred to?—The other school is at Bromsgrove. It was the same sort of school originally.

7042. (*Lord Taunton.*) Do you believe that any school of that kind would be really available extensively for the class I have spoken of unless the education could be given for about from 25*l.* to 35*l.* a year, including board?—No, I think it is very desirable that in some way or other schools should be established especially in the country districts for the children of the classes to which I have been referring at somewhere about that rate. I believe it is most pressingly wanted, and at this moment the general position of those classes is that they have to pay a very high price for a very bad article.

7043. I think you stated that you had several endowed schools near you. Have you been led to form any opinion of the general character of the education given in the endowed schools of the country?—As far as I am acquainted with the endowed parochial schools in my neighbourhood they are all bad, even those which, if I may so say, stand at the head of them. They are bad, and one cause of their being bad is that they are hampered and embarrassed by want of power to dismiss an inefficient master.

7044. You have spoken of the parochial endowments, with regard to the more considerable endowed schools, do you believe that they are generally doing the work as well and as extensively as might be ex-

Sir J. Pakington, Bart., M.P.

14th June 1865.

pected of them?—I presume your question refers to what are commonly called grammar schools?

7045. Yes?—I am not sufficiently acquainted with them beyond the cases I have mentioned. In one of those cases, that of Hartlebury, the school had completely fallen into a state of torpor and uselessness. The reformation of it was undertaken, new trustees were appointed, the whole thing revived, and it is now going on very well, and is a very useful school.

7046. I presume in the whole of these schools, whether parochial or general, everything depends on the good selection of the master?—No doubt.

7047. At present I believe the master of a grammar school is considered to have a freehold in his office?—Yes, and in those endowed schools too. In one of the cases I have been telling you about, the man died at the most convenient moment and we were relieved of the difficulty.

7048. Do you think it would be essential if these schools are to be really improved that there should be the power of dismissal given on proved incompetence?—I think it is most important. It is one of the great difficulties of these schools.

7049. Have you considered the question of grammar schools and endowed schools generally with reference to any improvement in the system which you think can be suggested, such as increasing the powers of the Charity Commissioners with regard to them or in any other way?—I am not aware that I have any suggestion to offer except this: Take as an illustration the case I have mentioned of Hartlebury, a large and wealthy parish, where the bishop of the diocese resides: I think where the endowment is considerable it would be very desirable that a good school for the labouring classes should be provided out of that endowment if it is sufficient. I think an endowment of that sort, where it is a liberal one, should cover the educational requirements of all classes in the locality so far as possible.

7050. Do you think the course of sudies now pursued in these grammar schools might be varied and made more adapted to the requirements of modern times than they are now in some instances?—I suppose the actual state of instruction in those schools varies very much with the condition of the school, and how far it has been recently revised and reformed, but I apprehend that in those cases where an old grammar school has been revived the system of instruction is satisfactory; in the other cases the whole thing wants reformation.

7051. Do you think it would be equitable to consider grammar and endowed schools as the recipients of public money so far as to subject them to a system of inspection in the same manner as schools supported or assisted by public grants?—I do. I see no hardship in inspection; on the contrary I think it is a very useful stimulus, and has been found very advantageous. Whether or not the present system of inspection is what it ought to be is another question, but speaking of inspection in the abstract I have no doubt it is a most useful stimulus to keep these schools in good order, and speaking as a trustee of two of these schools, the one a grammar school and the other an endowed school, I certainly would urge rather than check the adoption of inspection.

7052. You think that their case might be so far separated from the mere proprietary or the strictly speaking private school as to require in their case that they should submit to inspection?—I do not see why it should not be so. The object of such inspection would simply be

this: to have some security that the original objects of the foundation were carried out. I do not see why that should not be done. It would be for the public benefit that it should be done.

7053. (*Lord Lyttelton.*) Does it seem to you that it would be too strong a measure, with a view to the establishment in every large district of the country of large middle schools, for the children of farmers, the children of tradesmen, and so on, to tax the smaller endowments throughout that district with a view, by the establishment of exhibitions and otherwise, to maintain the great school in a state of efficiency?—The proposal is an entirely new one to me. I never heard of it before. I should hardly like to give a distinct opinion upon it without further reflection. My first impression is, that it would be considered unfair upon the smaller endowments.

7054. The idea would be to reserve some connexion between each of the smaller schools and the large school, so that the better boys from each of the small schools might be passed on as exhibitioners to the large school?—Without seeing such a plan clearly drawn out I should hardly like to commit myself to an opinion upon it.

7055. (*Lord Taunton.*) It has been stated to us on the part of some schoolmasters that it would be desirable to establish a system of certificates and registration of schoolmasters, either of a voluntary or of an obligatory description; have you formed any opinion upon that?—I cannot say that it is a point I have considered. I think the registration of schoolmasters might be desirable.

7056. (*Lord Lyttelton.*) Are you acquainted with the College of Preceptors?—No, I am not.

7057. (*Lord Taunton.*) Some witnesses have proposed that the inspection of all schools should be obligatory; others have proposed that there should be a system of inspection established, but that it should be optional on the schools to avail themselves of it if they thought fit; have you considered that question at all?—No, I have not considered the subject quite in the light in which you now put it, but the answer which I have just given, that I approve of inspection, I think bears upon it.

7058. That was with regard to endowed and grammar schools, which stand in a very different relation to the State from those that are purely voluntary and self-supporting establishments?—Your present question, I understand, refers entirely to private establishments? whether you can make inspection compulsory on private schools?

7059. Yes; both inspection and the certification of the master?—I have not thought very much about it. At this moment it would be a great change, and I think would excite considerable opposition. It is being now strongly contended by many very excellent witnesses before the committee that I am chairman of, that you ought not to insist upon the certificate at all, provided satisfactory results are arrived at.

7060. (*Dr. Storrar.*) Then the only way by which a knowledge of satisfactory results could be arrived at would be by means of inspection?—Clearly so; by examination, inspection, and report.

7061. (*Lord Taunton.*) Do you believe the system of local examinations of the Universities is acting favourably in promoting good middle-class education?—I should be sorry to say that I thought it did no good, but I confess I am not very sanguine as to the effect of it.

7062. Why so?—I doubt whether the action of it is sufficiently wide, and while it confers a boon upon some boys I have heard it very much complained of, that it tends very much to the disadvantage of the less clever boys, because they are neglected in order to force forward a few of the more promising to gain the prizes.

Sir J. Pakington, Bart., M.P.

14th June 1865.

7063. Has not the good programme of subjects for examination put out by the Universities a tendency to improve the *curriculum* of study in these schools?—Yes, I think it has.

7064. Do you believe that it is desirable, so far as the action of legislation can have any effect with regard to these grammar and endowed schools, to encourage the study of the dead languages for the middle classes?—Yes, I think in the larger and more important schools it would be very desirable to do it.

7065. Do you mean Greek or Latin?—Only Latin. You would have an immense majority of the endowed schools in which I think it would be out of the way to attempt to teach Latin, those schools which are intended for and are resorted to by the labouring children.

7066. But in grammar schools and schools for the middle classes, for think Latin is a useful and important branch of education?—I think so. I think it is desirable, at all events, (as, for instance, at Chalfont) to give them the opportunity of learning the dead languages, if their parents wish it.

7067. Would you make the study of Latin obligatory or optional, or would you make it obligatory to a certain point, and then optional further up to a higher point?—My first impression is, that it should be optional altogether.

7068. Even from the beginning?—Yes.

7069. (*Lord Lyttelton.*) Optional with the parents?—Yes.

7070. (*Lord Taunton.*) Do you attach great importance to some knowledge of physical science in these schools?—Yes, I think it is very desirable. And there again, I would say the same thing, that there should be the option of learning it if the parents desired it. I have no doubt if the system were commenced it would spread.

7071. (*Lord Lyttelton.*) You would have mathematics in any case?—Yes; I do not see why you should not have the opportunity in the middle class schools.

7072. (*Lord Taunton.*) I infer from what you have stated you are of opinion that at present the education of the middle classes in this country, especially in the lower division of them, is very deficient?—Very lamentably deficient. As we stand at this moment, having regard to the progress which has been made under the Committee of Council, with regard to the labouring classes, I think that the particular class indicated in your last question is worse off for education than any other class in the country.

7073. Have you at all attended to the subject of the education of girls of the middle classes?—No, I have not; I think it is a very difficult question indeed. I have no doubt they want much better education than they get; but it is a difficult matter to see how that is to be arrived at.

7074. I think you have already stated, what other witnesses have also stated, that it is very difficult to get girls of the rank of farmers' daughters to mix with girls of an inferior degree in a school?—Yes, I am told by those who have practically worked the schools that there is an objection felt by the parents with regard to girls, which does not apply to boys, and I think it very natural it should be so.

7075. Girls are much educated at home, are they not?—Yes; but then they are educated at home for the most part by very imperfectly educated parents.

7076. And worse governesses?—Yes. It hardly amounts to anything which is worth calling education.

7077. Are you acquainted with the state and condition of any school

opened for girls of those classes in your neighbourhood?—No, I cannot say that I am. *Sir J. Pakington, Bart., M.P.*

7078. You do not know what is the quality of the education given in them?—No. 14th June 1865.

7079. You are aware of the objects of this Commission: can you favour us with any suggestions as to the means which you think would be practicable to promote a better education among the middle classes?—No, I am not aware that I have any suggestions to offer beyond what have been included in the answers I have already given. I am looking, as a friend of education, with very great interest to the report of this Commission, and the more so because my opinion is that comparing it with the former Commissions which have sat upon the subject of education, the duty entrusted to you is the most difficult of the three. My chief opinion on the subject is that which I have already stated to you, which I have thought of a good while, that as regards the lower stratum of the middle classes, a true solution of the difficulty with regard to them is to be found in an improved and extended system of National schools.

7080. Taking that as a foundation and working upon it?—That is my idea.

7081. You would, as I understand, think it advisable to combine that with an attempt to establish schools in counties, or in some considerable districts, for the higher education of those who could afford to keep their children there long enough and to pay for them?—I think that is a very difficult part of the subject. If any system of that sort could be established upon prudent grounds, I think it would be a most desirable thing, and I cannot too strongly express my opinion, that with reference to the education of all the middle and lower classes it is most important that something should be done with all those little endowments which are useless over the whole face of the country.

Adjourned.

Tuesday, 20th June 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Right Hon. and Right Rev. the Lord Bishop of BATH AND WELLS, GEORGE BROWNING, Esq., and ALBERT BROWNING, Esq., called in and examined. *Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.*

7082. (*Lord Taunton, to Mr. George Browning.*) To what school do you belong?—To Weston school.

7083. Near Bath?—Yes.

7084. (*To Mr. Albert Browning.*) To what school do you belong?—I am with my brother. 20th June 1865.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

7085. In the same school?—Yes.

7086. (*To the Bishop of Bath and Wells.*) I believe your Lordship has for many years taken a great interest in the education both of the lower and middle classes?—I have seen less of middle-class education than I have of lower-class education.

7087. In your own diocese are there many schools which you have had an opportunity of observing, the object of which is to educate what may be called the different portions of the middle classes?—I have had some opportunities of seeing them, and there are in the diocese a great many grammar schools, many of which are working well.

7088. To what degree do these schools perform the office of supplying the means of education to the middle classes within the diocese at a reasonable cost?—The word "middle class" is a very difficult word to interpret. I should interpret it in this way; the man who holds a large farm, and the tradesman who has the means of supporting his children at a boarding school, form one branch of the middle classes; and the small farmer and the small tradesman form another branch. They each, in my opinion, require a different school.

7089. With regard to the former and upper division, the considerable farmer and the considerable tradesman, would you think from 25*l.* to 35*l.* a year a sum which they would be able and willing to pay for the education of their children?—I do not think they would be very willing to pay it, but the question is whether if a man has two or three children he can deduct so much from his business. We have very few schools of that class of as much as 35*l.* a year.

7090. To what degree do these grammar schools which your Lordship has alluded to meet the want of education for the middle classes?—They all educate too much for the Universities. The middle class of whom you spoke do not care for Latin and Greek. A very little Latin suffices for them, just sufficient to construe a prescription probably; but as for Greek, they care nothing about it, and therefore it is a higher class who go to these grammar schools than what may be termed a fair middle class.

7091. Are they attended chiefly by those who intend ultimately going to the Universities?—Yes, their endeavour is to get as many prizes at the University as they can.

7092. Are they in no degree used by what may be more properly called the middle class?—Yes, to a certain extent, and latterly wherever a new scheme has been framed the education has been brought to a lower grade for the sake of taking in these middle classes.

7093. Can you state any grammar schools within the diocese where these alterations have taken place, and which by that means have been made accessible to the middle classes?—Mr. Erle probably could state that better than I could, but I would name the school at Bruton, which, under the guidance of Mr. Abrahall, was most successful in obtaining prizes at Cambridge and Oxford. Mr. Abrahall was a very great classic himself, and very successful in teaching classics. Since he retired on a pension, a young man has been made schoolmaster, and the educational table has been reduced, and the school is now filling better than it has done for some time.

7094. Can you state what alterations have been made?—I have not the new scheme with me. They were principally made, I think, by the present Lord Chancellor.

7095. Is Latin still considered necessary?—Yes, Latin is still taught, and so is Greek; but at the same time there are day scholars who are not taught nearly so much.

7096. What is the cost of education at Bruton?—I should think about 30*l.* a year.

7097. To a boarder?—Yes.

7098. I think they take day scholars? — They take some day scholars.

7099. What is the cost to a day scholar?—I think about 5*l.* or 6*l.* I have got the cost of most of them, but not of Bruton.

7100. (*Mr. Erle.*) The cost was fixed at 8*l.* a year?—Yes.

7101. And that was found too much?—Yes.

7102. (*Lord Taunton*). Can you give us the particulars of any schools within your diocese, where you think a good education is given suitable to the wants of the middle classes?—Perhaps you will allow me to read a letter written by Mr. Vaughan, a double first-class man at Oxford; I think he was of Oriel; who has taken a great deal of interest in these schools, and, in fact, established one in the year 1839.

"I send you by this post the only accounts I have in print of Failand Lodge School. We have taken a second lease of the premises for 21 years, and have considerably enlarged the premises since Mr. Allen's visit. There are now about sixty boarders at the school, and this has been our average number, so that a very large number of our farmers' and tradesmen's children have been educated at this school. The terms have been slightly raised, as you will see by the prospectus enclosed, but they are as low as they can be, and the school would not pay, in my opinion, except for the farm attached. The school gives the farm a market on the spot. The boys are not employed on the farm, and I do not think it would be well to employ them. It seems to me the more different classes are mixed at a school the better. A school for farmers' children only would not be as good a school generally speaking as a school for farmers' and tradesmen's, &c. children. If any attempt were made to employ the children on the farm, none but those who meant to be farmers would be sent. It seems to me that special agricultural training should come after a school like Failand Lodge. There are, it appears to me, three courses open to us for improving the education of the middle classes. 1, our common parochial schools; 2, schools like Failand Lodge; 3, large county colleges. My objection to our former parochial schools is, that I think a boarding school so much better than a day school for any child. We want, I think, to raise our farmers above their labourers, and to take from them the temptation to keep their children at home whenever there is any little work they can do. If a boarding school be preferable to a day school for children who have, what I may call, educated homes to return to in an evening, it must be much more so for children who have uneducated homes. When our object is to raise the moral and intellectual tone of a whole class, the boarding school is a far more efficient instrument than the day school. My feeling, with respect to large county colleges for the middle classes is, that it would be exceedingly difficult to get the money necessary to establish them, or to bring down the expenses year by year so as to compete with the present commercial schools. Such colleges, if established, might, I think, attract the upper part of the middle classes, but could never be made cheap enough for the lower part. My plan, therefore, for the improvement of the education of our middle classes would be, to multiply all over the country schools of the same kind as Failand Lodge, and especially girls' schools. To place such schools under masters and mistresses who should have the entire pecuniary responsibility, but be subject to be removed by patrons of the school, and that the clergy should undertake the religious instruction. If it can be so arranged I should like to see these schools open to inspection, and I should like to see exhibitions provided for children at these schools. If in your lordship's diocese, say, six exhibitions of 20*l.* a year, to be held for three years, could be provided by subscription or otherwise. There might be an examination for two each year, and the children might go to any commercial school in the diocese certified by the inspector to be in a good state. In order that they might

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

receive these children, the commercial schools would open their doors to the inspector; and, I think, the competition for these exhibitions would gradually raise the whole standard of education among our middle classes. We see what effect scholarships and exhibitions have on the higher classes. I believe they would have a still greater one on the middle classes. It would almost be impossible to establish one large county school without difficulties arising from religious parties, which would be fatal; whereas, if many small commercial schools be established, each party may support the particular school it prefers, and the parents of the children who obtain the exhibitions, I propose, may send them to any of the schools. You will find the account of Failand Lodge, p. 114 of the Educational Magazine; p. 151 of the Report of Committee of Council. The ignorance of some of the children of our middle classes is scarcely credible. Boys of 14 come to Failand Lodge not knowing the Lord's Prayer or the Ten Commandments. The Failand School cost about 600*l.* to establish, has been and is entirely self-supporting, and the master evidently has made money."

7103. How was this Failand Lodge School originally established?—It was established in the year 1839. The house was originally an inn; 600*l.* was raised by Sir William Miles, Mr. Vaughan, and others. The house was fitted for a school and since that the school has averaged 60 scholars and has been entirely self supporting.

7104. Did the gentlemen who raised this school obtain any power of direction over the school, or did they merely give a private schoolmaster a good staff?—They merely gave a private schoolmaster a good staff, and if he does not do his duty they have the power of removal. The terms are very low.

7105. What is the governing power over this school?—I think Mr. Vaughan, the clergyman of the parish. He is there almost daily.

7106. (*Mr. Baines.*) He is the incumbent of the parish, is he not?—Yes.

7107. (*Lord Taunton.*) Is it strictly speaking what is called a Church of England school?—Yes.

7108. Are dissenters admissible?—Yes, dissenters are admitted there, and they deal tenderly with them as regards the catechism and those matters. I will read you the terms: "for board and instruction of boys under 12 years of age, 20 guineas per annum; above 12 years of age, 22 guineas; classics, two guineas; French, two guineas; washing, two guineas; drawing, music, &c. on the terms of masters; a separate bed is given to each boy. In addition to the usual course of elementary studies the pupils when sufficiently advanced are instructed in book-keeping, land surveying with practice in the field, the elements of mathematics, algebra, geometry, practical mechanics, and the natural philosophy of common things, while the greatest and most unremitting attention is paid to their religious education upon the principles of the Church of England under the superintendence of the rector of the parish. There are half-yearly public examinations at which prizes are awarded."

7109. Is there no instrument drawn up under which this school is conducted?—No, I think not. There is a timetable given of what they teach.

7110. I suppose these buildings are vested in somebody?—They are probably vested in Sir William Miles, because his was the old inn out of which the buildings were made. It is very close to Leigh Court.

7111. You think it was rather a subscription raised by some gentlemen in the neighbourhood, who wished to start a middle-class school

without any formal instruments to manage it?—Yes, and it has been going on since the year 1839.

7112. And you believe it to have done a great deal of good?—Yes.

7113. There is a school I believe of good reputation at Weston, near Bath?—There is.

7114. What is the nature of that school?—I have two reports of it, the first from the rector of the parish, and then I asked one of Her Majesty's inspectors of common schools who lives close to the spot to give me his opinion upon it, which he did. If you will allow me, I will read those two letters, and I think you will see everything that could be seen upon these schools. I will read the inspector's letter first.

WESTON MIDDLE SCHOOL.

"1. Number of Houses. The school is taught, and the boys board, in a building formed by successive additions of six houses. Two additional houses are used for dormitories. These are under the superintendence of masters." That is to say, there were six cottages originally, but by the Messrs. Browning they have been thrown into one large building. "The number of scholars is at present 267." This report was written a few weeks ago. There are now 270 boys. "In 1844, when the school was started, there were, I believe, from 40 to 50. Five years ago, when the terms were raised, the numbers fell to 190; they almost immediately recovered, and the school contains now as many as it can accommodate. 3. The school payments for a general English education are 5*l.* a quarter; this includes washing and every expense but that of books. French, German, Latin, Greek, drawing, and music are extra subjects, for which there is a separate charge. If all are taught, the terms are 30*l.* a year. If some, from 20*l.* to 30*l.* The terms of Mr. Browning the father were 17*l.* a year, I believe, and at one time 16*l.* The raising of the terms, five years ago, brought in scholars of a higher class in life, or rather excluded those of a lower class. 4. At the last Oxford examination eleven junior and three senior candidates were presented, all of whom passed. Since 1861, 40 have obtained certificates, and 30 have become associates in arts. Further particulars will be given by Mr. Bond. 5. Boys are admitted at eight, and leave about 16; most of them at 15. Many of the boys remain seven years at school. 6. The religious instruction comprises the Bible, Catechism, and Prayer Book. None are exempted from the religious lessons, or any part of them, on account of their parents (of whom there are a good many) not being members of the Church of England. All boys are required to bring a Prayer Book with them. No practical difficulty, as far as I could learn, has arisen in this matter, nor has any remonstrance been made. One parent, however, on being asked, objected to the religious examination of the Oxford board. No notice was taken of his objection." (I understand no notice was taken because the boy himself wished to be examined.) "7. The course of mathematics is said to comprise algebra, trigonometry, and the six books of Euclid. Little Latin is taught, and less Greek. Parents do not seem to care about their sons learning either, on the ground that they are of no practical use. It must be remembered, however, that they are subjects for which an extra payment is made. 8. Of the 267 scholars about 20, I believe, are sons of professional men, doctors, solicitors, and officers in the army or navy; from 40 to 50 are the children of farmers; the parents of the remainder are tradesmen or people in business. The sons of farmers are found very ignorant. 9. The Midland counties, especially Birmingham and the towns in South Staffordshire, supply the mass of the scholars."

Perhaps Mr. Browning can explain that by and bye. There are some boys from the neighbourhood, but the great bulk of the boys come from South Staffordshire.

7115. Are there no day scholars?—There are no day scholars.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

"There are several from Cornwall, but comparatively few from the immediate neighbourhood. 10. The school is conducted by Messrs. George and Albert Browning, sons of the late master, who retired about five years ago. There is a staff of 14 masters. These particulars were gathered from Messrs. George and Albert Browning, and from Mr. Bond.

H. B. Barry,
April 29, 1865."

20th June 1865.

7116. (*To Mr. George Browning.*) Can you explain the circumstance of these boys coming mainly from a distance, and not from the neighbourhood?—We have boys from the neighbourhood, but our largest party is from Birmingham and the adjacent towns. We have boys from 20 counties out of the 40 counties of England. Where we plant our feet, if I may use the term, we generally get a great many pupils from that locality.

7117. (*Mr. Baines.*) The reputation of your school draws them?—I presume so.

7118. (*Lord Taunton.*) You have no day scholars?—Not any.

7119. How was the school originally established?—My father started it himself.

7120. As a private school?—Yes.

7121. And it is still a private school?—Yes; conducted by ourselves. We have 14 masters.

7122. *The Bishop of Bath and Wells.* There is a letter with reference to Messrs. Browning's school, which is very full and complete, which I should like to read. It is written by the rector of the parish.

"I am sorry that I have so long delayed to send, according to your request, some particulars respecting a commercial school in this parish, but I was waiting to obtain further information, which was not furnished to me till very lately. This school was commenced in the year 1844 by Mr. George Browning, who in the year 1859 resigned the charge of it to his two sons, Mr. George and Mr. Albert Browning, its present conductors. From its commencement it obtained, and has ever since continued to receive, a large amount of public support. For the last 10 years, the number of boys, who are all boarders, has never been less than 200, except on one occasion for a very few months when the terms were raised. At present the number of scholars is 267. No day boys are taken. The connexion is not a local one, the boys being sent from all parts of England, but chiefly from the Midland counties and manufacturing districts. They are children of farmers, solicitors, surgeons, and respectable shopkeepers, but chiefly of the last-mentioned class. The school is conducted by Messrs. G. and A. Browning, with a staff of 14 masters. The course of instruction includes all the ordinary branches of a thorough English education, embracing religious instruction carefully given according to the principles of the Church of England, mathematics, book-keeping, land surveying, vocal music, &c., but Latin and Greek, French, German, drawing and instrumental music, are taught and paid for as extras. The terms during the elder Mr. Browning's time were never more than 20*l.* a year, including extras. At present they vary from 20*l.* to 30*l.* according to the age of each pupil, the length of time during which he continues in the school, and the number of extra instructions given him. The school is in connexion with the London College of Preceptors, and is subject to their examination. Since 1861, 74 pupils have passed their examinations, 28 of them in honours. The mathematical prize for the year 1864 was awarded to a pupil of this school. It also sends boys to the Oxford and Cambridge examinations, in which, since the year 1861, 40 have obtained certificates, and 10 the title of Associate in Arts. Messrs. Browning are in favour of University inspection, but the terms on which this is now offered are too high to be acceptable to the conductors of middle schools."

It is about 28*s.*, I think.

Mr. George Browning. Five guineas a day.

7123. (*Lord Taunton.*) By "terms," you mean money terms ?

Mr. George Browning. Yes.

The Bishop of Bath and Wells. It goes on :—

"They have from the first required that all their boys who attended the University examinations should take up religious knowledge as one of their subjects. They state that a marked improvement is observable in late years in respect of the desire of parents for a right religious training on the part of their children, and they also say that their experience of the feelings of middle-class parents leads them to believe that they have generally more confidence in those schools which are conducted by a single head than in those which are managed by a committee, and in which therefore the responsibility is divided. They consider that their terms would not be remunerative in a school carried on on the liberal principles which theirs is, unless it consisted of not less than 80 children. I have considerable facilties for judging of the efficiency of the school and the character of the boys, and I believe them to be well taught, well fed, and well cared for in every respect. There appears to be a remarkably good tone of feeling among them. Their discipline is very satisfactory, though corporal punishment is very rarely resorted to. A monthly magazine is printed for the school, of which I enclose two copies. Eminent professional lecturers are engaged during the winter season, and there are two well-stocked libraries, one for Sunday and the other for week-day reading. I will only add that the sanatory regulations adopted have been very carefully attended to, and very successful. The general health of the boys has been remarkably good. I enclose also a school prospectus, which will furnish more particulars respecting the terms, also a printed list of pupils who have been successful in public examinations. Messrs. Browning are continually receiving very gratifying letters from former pupils, from one of which just received they have this morning allowed me to make the following extract:—'I have since leaving your school been at the University of Cambridge, where I graduated with mathematical honours, but whatever may be my success in after life I shall ever attribute it to the excellent training I received at your school in my youth.' If you wish for any further information which I can obtain, I shall be most happy to send it upon your indicating in what direction any inquiry should be made."

7124. (*Lord Taunton, to Mr. Albert Browning.*) Are the physical sciences taught in your school ?—No.

7125. Not at all ?—Not at all.

7126. Is there no chemistry, or anything of the sort ?—No ; we have a lecturer in chemistry.

7127. But no teaching ?—No ; the higher classes have to write out answers from the questions which are given after each lecture.

7128. (*Lord Lyttelton.*) £20*l.* a year is the whole expense ?—£20 a year under 12 years of age.

7129. For the boarders ?—For the boarders.

7130. What is it for those above 12 ?—£24.

7131. (*Dr. Storrar.*) Did I not understand that there were some at 30*l.* a year ?—They learn French and drawing. 30*l.* a year is charged if they learn those extras.

7132. (*Mr. Erle.*) What is taught for the 20*l.* only ?—An English education only, and nothing else.

7133. What is included in that ?—The usual branches of an English education. English literature, writing, and arithmetic.

7134. (*Mr. Baines.*) Geography, history ?—Yes, and mathematics.

7135. (*Mr. Erle.*) How far in mathematics ?—The higher classes do plane and spherical trigonometry.

7136. (*Lord Lyttelton.*) Latin is not included ?—No ; Latin is an extra.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

7137. (*Lord Taunton, to the Bishop of Bath and Wells*) Has your Lordship ever turned your attention to any mode by which the grammar schools within your diocese particularly, and throughout the country generally, could be made more useful for the purposes of middle-class education?—They cannot be made more useful unless fresh schemes are given to them.

7138. Do you think that could be done in a more general way than by giving a separate scheme to each school?—It would take some time, because the masters of these schools are men who have taken degrees in classics at Oxford, and they would be very unwilling to give up the privilege of teaching them.

7139. Generally speaking, do you think that the grammar schools are very useful in your diocese in teaching the middle classes?—I suppose they are very useful, because many of them have 60 or 70 scholars, and therefore they must be valued in order to get that quantity of scholars.

7140. Speaking generally, have you formed a high estimate of the qualifications of the masters?—They are most of them men of very high degrees. I have got the particulars of the grammar school at Crewkerne, which has been a most successful one. Perhaps the Commission will allow me to read it.

"My Lords and Gentlemen,—I have much pleasure in sending you a schedule of the daily work of the Crewkerne School during each half-year. You will see that I am assisted by three resident masters, and once a week I have the aid of a French gentleman to teach French and drawing. In the instruction thus supplied, all the boys, whether foundationers or boarders, fully participate. But to secure this efficient staff of masters I am obliged to pay in money, besides the expense of the board of the resident masters, 270*l.* per annum. It is as well that this should be generally understood, because I have reason to know that an impression is prevalent in Crewkerne and its neighbourhood that since August 1859, the whole body of masters is provided, and their salaries paid, by the Feoffees of the school. By the alteration which was made in August 1859, the number of foundation boys has steadily increased, especially from the country villages. And as a portion of the payment for thirty of the boys is now made from the funds of the charity, I do not think that the Feoffees should in any way lower the qualification for admission which originally existed. It is plain that some discretion must be used in the selection of candidates to be on the foundation. For the founder's intention (as interpreted by the High Court of Chancery, in the scheme ordered and established since June 1827) never was that the Crewkerne Grammar School should be the only place of instruction and education within the prescribed limits of the charity, otherwise he would not have required a qualification previous to admission, nor have limited the course of instruction to subjects then so little generally studied as Latin, Greek, and Divinity. The opinion and advice of the Charity Commissioners to the Feoffees, dated the 19th of August 1859, was not put forth without a reference "to the provisions of the scheme for the management and regulation of the school, established by an order of the High Court of Chancery, dated 13th June 1827." It cannot then, I think, be urged that the Charity Commissioners intended anything more than to permit the Feoffees, with the consent of the head master, to graft upon the old classical system of instruction hitherto pursued an additional course of English and mathematical instruction more suited to modern ideas, certainly not to over-ride the spirit and letter of the original foundation scheme, by dispensing with all the scholars on the foundation being *duly qualified* in reading and writing before they enter the school. Yet there are several boys now in the school who, when before me in the class, cannot read fluently or without spelling their words, and are utterly incompetent to write a short passage from dictation without frequent and gross errors. This is not in accordance with my interpretation of the

qualification required; and if it be the one adopted by the Feoffees, it is clear there is no limit to the number of boys, within the prescribed district of the charity, who may be considered to come up to this standard, a number very far exceeding the accommodation of the school-rooms or the powers of teaching possessed by the two masters contemplated by the foundation. There is another point which, I think, calls for your consideration. Boys are often admitted at 13 or 14 years of age to have what is called the completion of their education by one year at the grammar school. They have never learned a work of Latin; they may probably be able to write, and may know something of arithmetic, but tney cannot write from dictation, and are obliged to commence and stand in class with boys of eight or nine years of age. This is most disastrous for both parties, the elder losing heart at finding themselves surpassed by boys so much their juniors, and the younger becoming idle, from the ease with which they compete with those who are their seniors in everything except knowledge. Habits and manners have been formed of a kind which it is impossible to eradicate, and serious evil must be and is the necessary result. The work of education, properly speaking, ought in any school to be extended over several years, and especially so in a school like your own. Again, I think that if boys do not make fair progress at the end of each half-year, you will be justified, upon due representation, in suspending your payment of 2*l.* per annum, transferring that sum to more industrious boys, who do not participate in that gratuity, because they are not within the privileged number of 30. It will be equally desirable for you to fix a limit of age, beyond which boys shall not be allowed to remain at the school. If my memory be correct, I think no boy can compete for your exhibitions before he is 16, or after 19 years of age. This would seem to be a fair guide for your decision. As the benefits of your foundation extend to six miles round the town, I have not lately made the presence of foundationers from the country compulsory before breakfast. I did so when I first entered upon my duties; but several boys brought medical certificates, and I was assured that their health had suffered. I therefore yielded in their particular case. But if you will kindly look at the schedule of the daily work, you will see what a boy loses, and how utterly impossible it is for us to give extra instruction in those subjects. The charter requires that there shall be six hours of school. You will see that these boys only have five. Of course they lose all reading of the Scriptures; have no instruction on the Sunday; and, in the upper part of the school, lose all mathematical tuition. In addition to the six hours of daily public instruction, my own boarders are engaged from seven to eight in the evening in preparing their exercises and lessons for the next morning under the eyes of an assistant master."

That shows you what the nature of the school is, and what is the difficulty in altering the scheme.

7141. Are there many small endowments scattered throughout your diocese?—Yes.

7142. Do you think they are practically of much use?—They might be better employed, I think.

7143. In what way do you think they could be better employed?—I think for exhibitions or prizes.

7144. You mean if they were converted into exhibitions?—I think so.

7145. Would you still give those exhibitions something of a local character with regard to the places where these endowments were founded?—I suppose that would be the right thing to do.

7146. I believe in Somersetshire there is a very large class of small tenant farmers?—There is a very large class of small tenant farmers, who will not pay for their children at a boarding school.

7147. Those farmers are unwilling at present, are they not, in many cases to send their sons to the National schools?—Yes; their children are consequently nearly uneducated.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

7148. Do you believe it would be possible to engraft on the present system of National schools the means of instruction for boys thus circumstanced, requiring from them a higher rate of payment than is paid by the poor boys?—We have a school established at Wells by the Rev. George Blisset, which works exceedingly well. The master is allowed to take a few boarders, but he takes the children of neighbouring farmers and the sons of little tradesmen for day scholars, and every day you see a number of children, coming from a distance at nine o'clock in the morning, to this school.

7149. Is this a National school?—No, it is a boarding and day school for the lower middle class.

7150. I suppose there are many tenant farmers scattered through the rural parts of the country to whom a school of that sort would hardly be available?—Yes; my plan was to multiply those schools very considerably.

7151. Will you have the goodness to state what you would propose?—I take it partly from a letter written by a clergyman. Take an area of two miles square, which would include about 2,560 acres. According to the average of tenancies in this county, I calculate that the area would contain about eight larger and eight smaller farmers, probably two or three tradesmen, and perhaps an independent person of this class. In this number I think one might fairly calculate upon 25 boys to educate. As nearly as possible in the centre of such a district, take a labourer's cottage, and a very few pounds would convert it into a schoolroom, and a very few pounds would at any time reconvert it into its original use. Let the parents of these boys combine together, hire an efficient teacher with a certificate of competency, and pay him 5*l.* a piece for his attendance at the schoolroom from 9 to 12, and from 2 to 4. That would give him an income of 125*l.* per annum, besides leaving spare time to devote to other purposes, such as additional tuition in higher branches; and if he had a knowledge of music, the duty as an organist at some church in the neighbourhood might be given to him. In these and other ways the situation might be well worth the attention of a superior class of men. Then I had put down on this paper that the school might be managed by a committee formed amongst themselves, but I do not think that would be a good plan; I believe that would fail entirely. If asked, the clergy would render their assistance most willingly in examinations. That there would be difficulties in this scheme I have no doubt, but I do not believe them to be insurmountable. It involves no outlay, or at least one of so insignificant an amount as to be not worth mentioning. Ten shillings a piece among twenty parents would start the concern. It would start with all the better auspices if the idea appeared to emanate from themselves. If such a plan once obtained a footing it would soon spread over the county, and all we should have to do would be to take care to encourage the training under the wings of efficient district tutors for hire. I have only sketched out this plan, but I have often thought of it when I have read of the doings of public meetings, and of the failure of many commercial academies. I cannot see my way to any solution of the problem so likely to succeed as the day school, because the farmers do not value the cost of maintenance at home, and they grudge to pay for the boarding school. Out of school hours their sons would be at home learning the business of the farm, and being of use in many ways—a kind of supplemental education in its legitimate way. I have stated here for these second middle schools, the day scholar is the thing to have, but the day scholars in regular boarding schools are a very great nuisance; for this reason, that when hay time comes, or when there is any

pressure of farming business, the day scholars are taken away and kept away for a considerable time.

7152. Does your Lordship consider it hopeless to attempt to educate the son of the small farmer, and the son of the labourer at the same school, so far as the elementary education is concerned?—It has been done, but I am sorry to say that the education of the parochial schools is dropping very much now. There are very few pupil-teachers left. We are not giving the education now that we did a year ago, or anything like it.

7153. If there were engrafted on these schools a system which gave a certain number of scholars at higher payments, would not that be one means of raising the character of the schools for all?—The farmers and labourers do not like to put their children together.

7154. Is it that the farmers do not like it, or that the labourers do not like it?—The labourers do not say much about it, but the farmers do not like it; it is from their pride.

7155. Do you not think it would be a good thing if that feeling could be got over?—I do not think it can be got over for very many generations yet.

7156. (*Mr. Acland.*) Does your Lordship not think that in proportion as their value for education rises some of that feeling might disappear? Is it not, in fact, due to a certain dull and vulgar feeling, owing to a want of the power of appreciating education?—I think it is owing to this; that they do not like the children to mix together. I believe if there were a better feeling as to the necessity of education, great efforts would be made to send them to superior schools.

7157. (*Lord Taunton.*) Your Lordship, I think, adverted to girls' schools. Are there many girls' schools in your diocese?—Scarcely any; but it has been a custom lately to get governesses in farmers' families.

7158. Do you think it is a good custom?—It has worked very well, so far as I know.

7159. Are the governesses that farmers procure for the education of their children able to teach much?—They get a sort of trained mistress, and she is employed not only in the educating of the bigger girls, but also in helping the farmers' small children until they are fit to go to these day schools which I propose should be established.

7160. Do you believe the education of girls of the middle classes to be pretty good, or very indifferent?—Indifferent, I think, for these reasons; there is a great difficulty in finding a good girls' school, and, secondly, there is the expense.

7161. (*Lord Lyttelton.*) There are not many private schools for girls?—None hardly; Somersetshire, like all dairy countries, is proverbially backward in education.

7162. (*Dean of Chichester.*) There are girls' schools at Bath, I suppose?—Yes; but then they are boarding schools at 70*l.* or 80*l.* a year, probably.

7163. (*Lord Lyttelton.*). You think it valuable for the middle classes to be well grounded in Latin?—It ought to be so; but the real fact is, that the farmers do not value Latin and Greek, and they think it is all labour thrown away. They would rather send their children to a school where Latin and Greek are not taught, than to one where Latin and Greek are taught.

7164. What is your own opinion?—My opinion is, that they would not want more Latin than was sufficient for a lawyer to construe legal expressions which he might come across, or for a chemist to interpret Latin prescriptions. That is the only use to which the middle

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

classes could put Latin, except with regard to the knowledge of their own language. They may get the etymology.

7165. You think it is the best training for the knowledge of language?—There is no doubt about it. I think so, but they do not think so.

7166. (*Lord Taunton.*) I think your Lordship stated that Crewkerne school, which is a grammar school, was founded on Church of England principles?—Yes.

7167. Do the sons of dissenters at all resort to that school?—Yes; and also to Mr. Browning's school in large numbers.

7168. With regard to Crewkerne school, how is that arranged?—In reply to that, perhaps I may be allowed to read a letter from the head master.

"I have much pleasure in acceding to your Lordship's wish that I should communicate to you the results of my experience in the religious teaching of my school The three subjects, which I undertook to teach, when I was elected in June 1838, to the head mastership, were Latin, Greek, and the principles and religion of the Church of England. These subjects were in accordance with the rules approved by the High Court of Chancery in 1827. Whoever fills the office of head master must be a clergyman of the Church of England either in Deacon's or Priest's orders. From the very first I announced that all the boys residing in the town on the foundation, and all the boarders would be expected to assemble in the schoolroom on every Sunday morning at 9.30. a.m., for religious instruction, and as I knew of only two text-books for setting forth the third of those subjects which I had engaged to teach, viz., the catechism, and the Articles of the Church of England, from that period I have given instruction in both to all the boys sent to my school, whether they were on the foundation or not. For the better explanation of the first subject, I have used Archdeacon Sinclair's Exposition of the Church Catechism, and for the Thirty-nine Articles, Archdeacon Bickersteth's work. A portion of one or other of those subjects is regularly brought every Sunday, in which for nearly an hour before morning service, the different classes are questioned after the collect for the day has been repeated and explained. The Epistle and Gospel for each Sunday in the half year are learnt by heart by the four senior classes, and the Gospel by all the junior boys, and repeated before breakfast on each Monday morning. On every Sunday evening, my boarders are with me for nearly an hour, when they receive catechetical instruction upon one of the lessons for the day. The school is opened and closed with prayer every day. The prayers in use are such as I found here, viz., the two collects respectively for morning or evening service, as the case may be, with the Lord's Prayer and Apostolic Benediction. Although the order of the Court of Chancery directs that prayers shall be said by one of the scholars, yet either I, or my second master, in my absence, have always officiated. Immediately after morning prayers, the second lesson for the day is read in class, and on Wednesdays, there are certain chapters prepared from the Old Testament, in which the boys are questioned, and afterwards the first three classes bring up a portion of the Greek Testament. Besides this instruction, it is also required by the same rules of the Court of Chancery of 1827, which are still in force, that "every boy shall attend Divine Service at least once on every Sunday in the parish church throughout the year." This rule has been rigidly enforced. All the boys residing in the town re-assemble in the school a few minutes before church time, and are conducted there either by me or the other masters of the school. They return to the school after service, the list is called, and they are then dismissed. I have reason to know that the foundationers who reside in the adjoining villages follow the same rule. The head master has also the power of determining on what other days, other than Sunday, it is desirable that the boys should be present at Divine Service, and in consequence I have used my discretion freely on this head, and my boys for many years past have attended church during Lent or on special days of service appointed by the Crown, at

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

the regular visitations of the bishop or archdeacon, and at confirmations, candidates for which are specially prepared by me. During the whole time that I have been the head master of this school, now a period of nearly 27 years, I have never had the slighest difficulty in carrying out these regulations, and yet amongst the boys on the foundation I have had at different times almost every kind of dissenter. Two have been sons of Wesleyan ministers, one residing at South Petherton, and the other at Crewkerne, one a Roman Catholic, who after being six years at the school was for some time in the first class, and on his return from San Francisco a few years since bore most honourable testimony at the annual public dinner of the trustees to the benefits which he had derived from his education at the school. One a Unitarian, I found him in the school at my election, he was nine years on the foundation, and left as senior boy in 1841, and upon my recommendation was engaged by the late Rev. John Allen, of Ilminster, to be a junior master in his school. There have been several Wesleyans, and one is now in my first class, who comes 4½ miles to school every morning. Two or three have been Independents, one of whom from Hinton St. George, a Scotch Presbyterian, and a boy of much promise; he was in the school eight years, and was for some time in the first class; he is now in Canada. The majority, however, have been the sons of Baptists, one of whom was senior boy in 1862, and his younger brother left at Christmas last, as senior boy in the second class. These two boys were once in our National school, and all the boys to whom I refer were of the middle class in society. Notwithstanding that the rule of the Court of Chancery has been carried out so stringently, yet one and all have been glad to secure the benefits of the education supplied by the school, without requiring exemption from the religious instruction, which forms an integral portion of it. I would also mention, that since I have been at Crewkerne, three exhibitions have been founded, two by our present respected warden and the late Lord Wynford for boys proceeding to the universities of Oxford or Cambridge, the third by friends and the trustees of the school, for the liberal professions as well as the universities, but all who are elected must be members of the Church of England, and those who hold the third must have their testimonial signed by the clergyman of the parish in which they reside, in proof of their being in communion with the Church of England. I was elected to the school in 1838. It had become almost a sinecure. In the face of Ilminster and Sherborne schools, which were then at the height of their prosperity, I entered upon my work. I began with six foundationers and six boarders. For the last six years the average number of foundationers has been 30, of boarders 32, during which period eight of the latter have entered at some University. I enclose you a copy of the testimonials, which placed me in this position, as well as the last printed school list. I trust that your Lordship will be pleased with the efforts which I have made to maintain the character of this ancient school as a place, not merely of secular, but more especially of religious learning, according to the principles of the Church of England, and I sincerely hope that no alteration may be made by legislation in this most important feature of the school."

7169. (*Mr. Erle.*) Have you the means of knowing what has been the religious profession of dissenting scholars received at Crewkerne, for instance, after they have left the school. The master does not state that?—I do not think that he states their religious profession. I do not hear anything of them after they leave the school. Messrs. Browning could tell more about the mixture of dissenters, because they have a great many at their school.

7170. Have you considered who should be the managers of the local schools which you would recommend the institution of?—If the farmers amongst themselves made a school for day scholars, such as I have sketched out, I think that they should be the managers, probably associated with some persons of education.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

7171. (*Lord Taunton.*) You think that the farmers and landlords should combine?—Yes.

7172. (*Mr. Erle.*) Are there any half-time schools in your district?—No. I am sorry to say I do not believe in them. You want an enormous mass of children for that. I think if you wish a middle school to be successful it should in the first place be self-supporting; there should be nothing eleemosynary about it; secondly, I believe that the master, if it be an upper middle school, should be independent and not controlled by a committee. Children leave on an average at 15 or 16 years of age; therefore, if possible, they should be sent to these schools at eight years of age, and not admitted even then until they could read and write, which they might get in some of the parochial schools.

7173. (*Dean of Chichester.*) With respect to the dismissal of the master; if there were no trustees, how could you dismiss an inefficient master?—You have no right to dismiss him, because it is a commercial speculation. He opens a shop for education, and it is his gain or loss.

7174. (*Lord Lyttelton.*) Would you require nothing beyond reading and writing for the entrance test?—Not for children of eight years of age; you cannot get more.

7175. (*Dr. Storrar.*) Your Lordship's scheme, if I understand it, seems to be based on the presumption that the farmers have intelligence and will to secure good education for their children, and that therefore they would work on the principle of where there's a will there's a way; that they would be able to get such schools as you refer to?—I have no doubt about it; you may get anything in England for which there is a demand. There are a great many schools which have been taught by certificated teachers. Those men are dissatisfied at the present day. You might get any number of them you wish, and if you wanted more, the training schools could give them to you, because they are not half full.

7176. Do you think it would aid in the institution of schools that would be useful for the farmers if provision were made for the fabric and a residence for the schoolmaster?—I think that is all that should be done. I think they should pay the whole expense of the schooling of their children. I proposed a cottage, which I imagined would come from some landlord, who would give it for the sake of the sons of his tenantry.

7177. (*Lord Lyttelton.*) Do you think it would be fair that this school should be started for them and then afterwards be self-supporting?—Yes, just as Failand Lodge was.

7178. (*Rev. A. W. Thorold.*) With respect to the masters of these middle-class country schools of which your Lordship spoke, do you think that masters trained by training colleges for elementary schools would be qualified to take care of them?—I think they would. I do not know much about training colleges now, but in the one which was started at Battersea some years ago these men were fit to teach anybody anything almost.

7179. Even if it were necessary to add some subjects, those men have sufficient intelligence to get them up for their schools?—Yes.

7180. So that practically for that class of schools the existing training colleges would supply a sufficient number of sufficiently qualified men?—I believe so.

7181. Would you have religious instruction in these schools?—Yes, certainly.

7182. Have you thought at all how you would arrange that?—I

have always thought that there ought to be no objection to teaching the Creed, the Lord's Prayer, and the Ten Commandments, and that this should be taught in every school. I believe that no dissenter would object to those three subjects ; in fact they would be glad if they were taught.

7183. You would have the schools opened and closed with prayer, probably ?—Always.

7184. And any portion of the Holy Scriptures read ?—Yes, certainly. In a large school with which I was very much connected we used to begin the day with prayer, then a lesson in Scripture, then that was explained to the children very thoroughly. We had all sorts of people, Roman Catholics, Baptists, and everything else, and nobody objected ; but we were prepared to teach the Creed, the Lord's Prayer, and the Ten Commandments to those who objected to the questions on baptismal regeneration ; but nobody did object, and nobody does object now.

7185. (*Dean of Chichester.*) A Jew would object ?—We never had any.

7186. (*Rev. A. W. Thorold.*) Has your Lordship considered the possibility of adopting the mixed school system of boys and girls in these middle-class schools for farmers' children ?—I do not think the farmers would like it ; and I do not think it could be done, because many of them probably would have to come from a distance, and in the winter time the girls could not get to school. It is not like a school in a large town, where probably no child is more than a quarter of a mile from it ; but when you have children coming, as at the school at Wells I was speaking of, from a distance of three or four miles, you cannot get girls to do it.

7187. What is the fee or payment you would suggest for each boy ? —Five guineas a year is what we receive, and we are perfectly self-supporting.

7188. In what way would you make the instruction different for these middle-class schools from the instruction in National and elementary schools ?—In the National schools now they keep the great number of them to reading, writing, and arithmetic, whereas we go to geography, mechanics, algebra, and probably to the first two or three books of Euclid.

7189. And elementary drawing, probably ?—Yes ; that is what we do at this day school now.

7190. (*Lord Taunton.*) Would it be desirable to teach some other thing besides English, or to afford them the power of doing so ?—Yes, French and German are very much prized by the upper class. The upper class commercial school, I believe, would utterly fail unless French were taught. Is not that so, Mr. Browning ?

Mr. Albert Browning. I think so. We require our upper forms to take up French.

The Bishop of Bath and Wells. It would not drop off very much if you ceased to teach Greek and Latin ?

Mr. Albert Browning. That would make very little difference.

7191. (*Lord Taunton, to the Bishop of Bath and Wells.*) Is there any other subject on which your Lordship would favour the Commission with any observations ?—I think not.

7192. (*To Mr. Albert Browning.*) Several of the witnesses whom we have seen, especially those connected with the profession of a schoolmaster, have suggested the desirableness of some system of certificates which should be necessary, or at least should be optional.

Bishop of Bath and Wells, G. Browning, Esq., and A. Browning, Esq.

20th June 1865.

Do you believe that any system of certificates and registration would be advantageous to the profession?—I think so.

7193. Would you make it compulsory, or optional?—The College of Preceptors started something of the sort; that is, of registering masters who are now conducting schools, and of requiring all starting schools after a certain date to pass an examination.

7194. Do you believe that such a system would be useful?—I think it would.

7195. That would make the profession of schoolmaster a close profession?—It would.

7196. You think that would not be objectionable?—I think not; not with the better class of schoolmasters.

7197. Do you think that any system of inspection, either optional or compulsory, to be provided for all schools, would be advantageous?—I think it would be very advantageous.

7198. Have you at all thought in what form that inspection should be provided, whether by the Committee of Privy Council or by the Universities, or in what way?—The Universities of Oxford and Cambridge have taken it up. We corresponded with Mr. Gray, the Secretary of the Cambridge Local Examination Committee respecting the examination of our school by one of their inspectors.

7199. Have you availed yourselves of that?—We have not; the parents do not feel at all interested about it.

7200. Do you believe any system of inspection, either compulsory or optional, would be desirable?—Yes; optional, so that every schoolmaster who wishes it should have his school examined by inspectors similar to the inspectors of the lower and National schools.

7201. Do you believe that such an inspection would be best provided by the Government itself or by some body of authority not connected with the Government?—By the Universities,—not connected with the Government.

7202. (*Lord Lyttelton, to Mr. Albert Browning.*) Does it occur to you that the Universities have any advantage over a newer body like the College of Preceptors?—It gives a greater position.

7203. When you spoke of the Universities, did you mean only the two older Universities of Oxford and Cambridge?—Oxford and Cambridge. The Durham University, I believe, holds local examinations.

7204. Has it ever occurred to you that, for that purpose, the University of London should be joined with the older Universities?—Yes; I am rather surprised the London University has not undertaken the examination of schools.

Hon. and Rev. S. Best, M.A.

20th June 1865.

The Hon. and Rev. SAMUEL BEST, M.A., called in and examined.

7205. (*Lord Taunton.*) I believe you are the rector of Abbot's Ann, near Andover?—Yes.

7206. How long have you been in that situation?—Thirty-four years.

7207. I believe you have devoted a good deal of attention to the subject of education?—Yes.

7208. I believe there are schools established in your district at which the labouring classes and the sons of farmers receive their education together?—In my own school it is the case, and, as is well known, it was the case in the Dean of Hereford's school at King's Sombourn, which is in my neighbourhood.

7209. Will you have the goodness to describe to the Commission

the system under which the instruction is conducted in this school ?—The school is, in fact, an ordinary national school, only that education is carried further than it is in an ordinary national school, so as to comprehend these different classes. Save in that respect I do not know that there is anything particular in the direction the education takes. It is an elementary school, where they all meet together, and of course that which takes place in almost every school must take place there, that is, that the labourer at the age of eight or nine is taken away, and the higher class, let him be of the farmer class, or to whatever class he may belong, remains.

7210. I understand that this system is conducted on a scale of graduated payments ?—It is. Before I came away I thought I would put down an analysis which might give some information better than trusting to my own recollection. I look back to the period from the year 1855 to 1865, and I find that we have had 24 small farmers', millers', or brewers' children. Of the tradesmen—I need not perhaps trouble the Commission with the particulars—they are shoemakers, grocers, carpenters, a large portion of them publicans, relieving officer, veterinary surgeon, baker, watchmaker, tailor, upper servants in gentlemen's houses, manager of gas works, foremen in shops, plasterer, retired civil service of India officer, moulder in a neighbouring foundry, blacksmith, pensioner, excise officer, clerk, hotel keeper, currier, man of independent means, bookseller and printer in the neighbouring town, inspector on the railroad, and millwright. Those are the different classes there, in small proportions of course. The largest number that I think we have had is of publicans' children.

7211. What is the total ?—The whole of it will amount to 95.

7212. During the whole time ?—Yes.

7213. (*Mr. Baines.*) Ten years ?—Yes. I have merely taken out of the common stock those I consider of a superior class.

7214. (*Lord Taunton.*) What has been the number of scholars at the school besides that ?—The present school consists of 89 who pay 2*d.* a week, two pay 3*d.* a week, 12 pay 4*d.*, two pay 6*d.*, who are small shopkeepers, six pay 8*d.*, and 20 pay 1*s.* (who are farmers), and the classes that I spoke of. That is how the school is at present constituted.

7215. (*Lord Lyttelton.*) What is the total number ?—131.

7216. (*Lord Taunton.*) Have you any difficulty in fixing the respective payments ?—There is a little difficulty in that, no doubt. It requires a good deal of judgment and a good deal of inquiry.

7217. How is that done ?—They are most of them neighbours, and we know tolerably well their circumstances. Most of them come from within a radius of five or six miles.

7218. Do you fix the payments yourself ?—The schoolmaster does that, but if there is any question raised about it, he refers to me.

7219. (*Mr. Baines.*) Is the price fixed according to what you teach them ?—No, not at all.

7220. Nor according to the class in which they are placed ?—No, not at all.

7221. Nor according to the age ?—No, not at all. It is merely according to their *status.* We think the education is worth a shilling a week, and if we choose to give it to the poorer classes at a much cheaper rate, we have a right to do so.

7222. (*Lord Taunton.*) Are the same opportunities afforded to all the boys, whatever they pay ?—Yes, exactly. Directly they step over the threshold there is no distinction whatever.

7223. The child of the labourer, if his parents thought fit, and if he

Hon. and Rev. S. Best, M.A.

20th June 1865.

showed great proficiency, might remain in the school and profit by the higher branches of education?—Just so.

7224. (*Lord Lyttelton.*) The only advantage that the middle-class children have is, that they stay longer?—Yes, because they are enabled to stay longer.

7225. (*Lord Taunton.*) I presume you secure the services of a master rather above the standard of the usual masters in national schools?—Yes, he is a superior man; he is a native of the village, and was himself educated in the school; he has never been to a training school. He is a first-class certificated master.

7226. What is the latest age to which you find that any of your scholars are in the habit of staying?—To 15, 16, and even to 17.

7227. What are the higher branches of education which you give to those elder boys?—Merely the more advanced subjects, going into mathematics and the rudiments of Latin.

7228. (*Lord Lyttelton.*) They all learn the rudiments of Latin?—Yes, all the upper boys.

7229. (*Lord Taunton.*) Are any of the physical sciences taught?—Yes, natural philosophy, and the rudiments of chemistry—agricultural chemistry generally; it is an agricultural district.

7230. (*Lord Lyttelton.*) That is for boys only?—Yes.

7231. It is not a mixed school?—Yes, it is a mixed school. The girls never stop with us very long. I do not think we have any girls above 12 years of age; indeed, I do not think there are any at school in our part of the world much over that age; they go out nearly as early as the boys do.

7232. (*Lord Taunton.*) Are there any girls at the higher rates of payment?—Yes, they pay in the same way, according to the parent.

7233. Do you find that there is any difference between the disposition of parents in better circumstances to allow their girls to associate with the girls of the humbler classes, than there is in the case of boys?—Yes, I think there is. I think that is a reason why they do not stay so long with us. Few girls do stay with us, but the higher class of girls certainly are removed earlier, and a great number of them go to boarding-schools from us.

7234. With regard to the boys, do you find any difficulty in inducing the parents in the better class of life to send their children to sit on the same benches with those of the labourers?—The basis upon which I put it is this: I endeavour to have the best school I possibly can for my own parish, and if other people choose to take advantage of it, they are welcome; therefore no one is asked; there is no invitation at all to anybody, either of our own higher class, or any of the neighbouring higher classes. A large portion of them come from the parishes round about, and we have had a great number from the town of Andover, which is about two miles and a half from us, who come out and back again, some few of them boarding with the master.

7235. In short, a good school being established, you find that the circumstance of labourers' children being taught in it does not deter the parents of a somewhat better class from sending their children to take advantage of it?—Not at all. That, I think, is proved by the number of trades I mentioned.

7236. Are there any boarders?—There are some boarders; six are boarding with the master at the present moment; he has had more sometimes, as many as 12 or 14.

7237. (*Lord Lyttelton.*) Have you provided a house for him on purpose, large enough for that?—It is an old farm-house, with two or

three extra rooms upstairs besides his own. It is very good indeed for the purpose.

7238. Did you take it with that view ?—Yes, I did. It was within the school-yard. It was very important to have it on other grounds. He has his rooms in it, and these boys are boarded in it. It also finds accommodation for a reading-room.

7239. (*Mr. Baines.*) Why are the numbers as to boarders diminished ?—I think it is accidental. He has got six boarders at the present moment under eight years of age, that pay 16*l.* a year, and above eight years of age, 20*l.*

7240. (*Lord Taunton.*) To what degree is the study of Latin pursued ?—It is more with a view to the derivation of English words than anything else, not actually for the purpose of teaching Latin. I think that is the line where the two schools separate. It has always been my theory that the school which is for professional purposes begins with Latin, and the school which is for a lower purpose ends with Latin. You want Latin to understand your own language, I think.

7241. You are an advocate for the study of Latin in schools of this description for the purpose of, to a certain extent, understanding English ?—I am. I think it is essential to the understanding of English. I attribute a good deal of the bad spelling to a want of knowledge of the derivation of words.

7242. (*Lord Lyttelton.*) How low in society would you attempt to teach Latin ?—I would go to the very bottom with my good will.

7243. (*Lord Taunton.*) Is there any other modern language which you teach ?—Sometimes some few of them learn French. They learn drawing. There is a school of art in Andover, and the master comes over and teaches them. In that way they have made unusual proficiency, I think.

7244. What is your system with regard to religious instruction ?—It is of course that which I should deal with as a clergyman. The master is a churchman, and of course it is a Church school, but in week days the catechism is not taught. It never has been taught in the week day, and I think that has been attended with very beneficial results. I have seen several instances in which it has been very satisfactory indeed, to me at all events, from not shutting the door against the dissenters. If they come to the Sunday school, that of course is the principal subject of teaching.

7245. But they are not required to come on the Sunday ?—No, it is entirely separate. We have had a great number who have come during the week, and after a short time applied to be admitted to the Sunday school.

7246. But that is entirely voluntary ?—Entirely voluntary. I believe the master is as strictly honest on the subject as it is possible to be ; of course he must explain the Scriptures, if he read them, as a churchman ; he cannot do otherwise.

7247. Are there any prayers ?—Yes. The school begins in the morning with prayers, then a passage of Scripture is read ; it ends with prayers, and a passage of Scripture is read before they go out.

7248. (*Lord Lyttelton.*) Do you believe that the dissenters would object to the teaching of the catechism ?—I think they would ; at least, I certainly have had instances of children coming because the catechism is not taught.

7249. You have no other restriction on the religious instruction but that ?—No.

7250. (*Lord Taunton.*) Speaking as a clergyman, you have no reason to think that there has been any want of a proper religious tone in the

Hon. and Rev. S. Best, M.A.

20th June 1865.

school under this system ?—On the contrary, I think it has a very high religious tone.

7251. (*Lord Lyttelton.*) The discipline and training of the school are based upon religion ?—Yes, of course.

7252. Do you often have complaints from the parents as to the relative rates of charge which you make?—The difficulty is most on entrance when they first come ; it is not very often that it occurs ; to the best of my recollection I do not think I have been referred to during the last three years.

7253. (*Lord Taunton.*) Is there any unpleasant feeling among the boys themselves, going to the school at the different payments, or belonging to different classes ?—I think not ; I have never seen anything of it. I see them constantly playing together. They play cricket together in a field in front of my windows, and I should see if anything unpleasant were going on.

7254. It produces no injurious effect on the sons of the upper division ?—I think not.

7255. (*Lord Lyttelton.*) You have no doubt that you can classify them fairly ?—I think you may be sometimes deceived, but I think if you are deceived, it is generally in not putting them high enough. You have a piteous story of some sort or other.

7256. (*Lord Taunton.*) It is a rural district, where you know everybody ?—Yes.

7257. (*Lord Lyttelton.*) Do you think that for a rural district there is any clear distinction between the kind of instruction required for the middle class and for the labouring class ?—I think that what I say only refers to what I should call, perhaps, the lower stratum of the middle class ; I do not think that it would embrace the whole ; I do not think it would embrace the higher class of farmers or the higher class of tradesmen ; but then I should be very much puzzled to say what would.

7258. You have large farmers in the district ?—Yes, they are very large ; their children might possibly find their way to Eton and Winchester ; it is that class of farmers ; we have the small farmer, and we have also the farmer who is farming his five hundred or six hundred acres.

7259. But for the lower middle class, or rather for the labourers, you would, as far as possible, give the same instruction to their children as for the class just above them ?—Yes, I think as long as they stay. As long as the labourer stays, which at the outside is to 12 years of age, the elementary course of instruction which you give to both would be necessarily the same. I am, perhaps, venturing on a subject with which I have no business ; but with regard to the alteration of the Revised Code,—by the doing away or restriction on the pupil-teachers, I think a magnificent opportunity has been lost, of raising the clever fellows of the humbler class. I have put down here a few cases of pupil-teachers which I have taken out of the same accounts. One who was a pupil-teacher, and the son of a labourer, earning, I suppose, about 9*s.* or 10*s.* a week ; he became a pupil-teacher ; that enabled him to rise. He has now got an English school at Rio Janeiro, where he has 200*l.* a year, and hopes to raise it to 400*l.* Another boy was also a pupil-teacher, the son of a labourer ; who has a brother working in my parish at this moment at about 12*s.* a week ; he has got a school at Calcutta with 300*l.* a year ; and had all his expenses paid out. Such cases, are perhaps extraordinary cases, they are cases of boys with considerable industry and talent, and it just gave them the opportunity of rising. I have a longer list of them. Another boy, a pupil-teacher,

is now a second master in a grammar-school in Lincolnshire ; he was the son of a journeyman blacksmith. Another is an army schoolmaster, who is the son of a labourer. Another is the master of a large union in Wiltshire, who was the son of a journeyman carpenter. A schoolmistress, the daughter of a labourer. A pupil-teacher, who is now a clerk in a lawyer's office, the son of a small bailiff. Another who was a pupil-teacher, who is a clerk in one of the largest legal offices in London. His mother was a widow in very reduced circumstances, and had it not been for the pupil-teachership he could not have been educated at all. He is now doing exceedingly well. My own master was the son of a journeyman carpenter. It gave the opportunity of picking them out ; and if a boy did stay, or was disposed to stay, you could put him into a position where he could benefit himself, which we can no longer do.

7260. (*Dean of Chichester.*) Have you any plan for maintaining the children in that school when they are grown up ?—No.

7261. Have you not a club ?—Yes.

7262. Do they not go into that ?—Yes, almost all of them. We have a very large club, but I do not know that that can be mentioned as an instance of trying to retain them in school ; it is trying to benefit them in other ways.

7263. There is no instruction given ?—No ; there is a reading room in the village, which is optional.

7264. Do they ever remain as Sunday school teachers ?—A good many of them come to the Sunday school, and some remain as teachers. There are two or three of that class who attend regularly at the Sunday school as teachers.

7265. (*Lord Lyttelton.*) Do you think the parents, and the boys themselves of these classes who remain with you till they are 15 or 16, have an intelligent sense of the advantages which they have had in these higher subjects, such as Latin and physical science?—I think they have, because I have very often seen instances, if they stay any where near the parish, of their coming back again to continue, although taken away from school, to keep up connexion with the master.

7266. With reference to language, do they find any advantage in a better power of expression and writing better letters ?—I think unquestionably so. I think in spelling it is quite remarkable. I am sorry to say I have the opportunity of seeing in the examination papers, of a large society of which I am secretary, very bad spelling.

7267. (*Lord Taunton.*) Spelling is rather a difficult subject to teach? —Yes, it is the test.

7268. (*Mr. Baines.*) Are you assisted in getting the higher price from some of the parents by a sort of pride which they have in having their higher social position acknowledged by the higher price they pay ?—No, I have never seen anything of it. I think it is rather the other way.

7269. You stated that there was an effort to pay less ; do you not often find that there is on the part of some of them a sense of their higher social position being involved in the higher payment, and that that reconciles them to it ?—I really could not say that, because directly they come into school they are to all intents and purposes the same ; there is no difference.

7270. You answered that you did not take any measures for prolonging the stay of children. Does the teacher never represent to the parent, or do you not represent to the parents, the desirableness of prolonging the education of their children, especially of promising children? —Of course we do.

Hon. and Rev. S. Best, M.A.

20th June 1865.

7271. And that you find very important, do you not?—Yes, we try to keep them on as long as we can; there is no doubt about that.

7272. And you find it needful and desirable to do a good deal in that way?—No doubt. We constantly remonstrate with the parents for taking a promising boy away. We try all we can to persuade the parents to let him stay.

7273. Do you not find that the parents are able to appreciate a good education such as you give?—I think they do; but at the same time there are very heavy claims upon them, and they can turn the services of their boys into a certain amount of money; they cannot resist that.

7274. As a general rule are they disposed to pay a good price where they are well assured they will have a good education for it?—I think that is the result; that if you give a good education they value it, but they do not of course value an ordinary education at a high price.

7275. We know that your school is an excellent school; may we not assume that it is the goodness of your school which draws from all the country round persons of all classes?—I think there is no doubt it does.

7276. It is the quality of the thing?—It is the quality of the education given, there is no doubt about it.

7277. (*Lord Lyttelton.*) Is there any mixture in after life of classes; do the children of farmers often go into the town and take to trade, and *vice versâ*?—Yes; they do not become farmers; it is quite extraordinary how few of them become farmers. I have a list here as far as I have known what they have become: one is a millwright, he followed his father's line. There are four booking clerks and ticket takers on the railway. One is a farmer, but his father was not.

7278. The inference from that would be that a good sound general education is the best for all those classes, because it fits them equally to take any line which may be open to them?—I think so; I think it opens everything to them. Up to a certain age I think the education must be the same; it is elementary, and it must be practically the same.

7279. Up to the age of 15 you would give them general education as distinguished from tehniccal and professional education?—Yes.

7280. (*Mr. Baines.*) Do you continue any connexion with your old scholars by their entering any mechanics' institute, or reading room, or anything of that sort which you have in the neighbourhood?—Those who stay with us join the reading room, or almost all of them do, but there are very few that do stay with us. The moment we educate them they go off, they leave us; I am afraid we have got them all over England, and they only occasionally come down to us. One or two boys come almost every year to pay a visit and stay a night with the schoolmaster; in that case I see them, but otherwise I do not.

7281. Your consolation is that if you do not see it, you are leavening other places with good?—Yes; the boys are doing well.

7282. (*Dean of Chichester.*) Do you hear from them?—Yes, very often; many of them are members of this club; that brings them to us again.

7283. (*Mr. Baines.*) What is that club?—It is a provident benefit club. It has now, I think, nearly 700 members.

7284. (*Rev. A. W. Thorold.*) What salary do you give your headmaster?—He has 44*l.* a year fixed, he has half the receipts of the school, and he has one-fourth of what the Government pays.

7285. How much is that altogether ?—It amounts, I think, to between 80*l.* and 90*l.* a year.

7286. (*Lord Lyttelton.*) With the house ?—Yes ; I should also say that he manages the friendly society, and I dare say he gets another 15*l.* a year from that.

7287. (*Rev. A. W. Thorold.*) Was he trained at a training college ? —No ; he has a first-class certificate.

7288. (*Dr. Storrar.*) He makes some profit of his boarders ?—I hardly think he can make much. I often wonder that he has not given it up.

7289. (*Lord Lyttelton.*). Have you any pupil-teachers ?—Yes ; my staff is a master, an assistant master, a pupil-teacher, and an infant mistress, who has a girl under her, that we pay to assist her a little.

7290. In fact it is a district school on rather a small scale ?—It is in the first instance established for the parish. The population of the parish is about 600 ; then we have a large town, Andover, near us.

7291. Could you take larger numbers than you have ?—Yes, we have room for more.

7292. (*Rev. A. W. Thorold.*) Do you find any objection made on the part of farmers to the school being mixed, containing boys and girls ?—I have never had any difficulty made about it till within the last fortnight. Within the last fortnight a case has come before me of a boy being taken away, the reason assigned being that they did not like it ; he takes one boy away but leaves his brother, who is within a year or two of the other.

7293. (*Lord Lyttelton.*) You have the daughters of farmers ?—Yes.

7294. (*Rev. A. W. Thorold.*) Was the boy to whom you have referred removed because his parents objected to girls being in the school ?—That is the reason assigned, but I do not believe it is the real or only reason.

7295. Have you heard on the other hand, that parents of girls objected to their being with boys ?—No, it is the only case of objection that I ever had. I believe the real reason is that he has been at two or three schools, and we can do no more with him than anybody else did.

7296. Do you think it would be an advantage intellectually and morally, and in other ways, for schools for the middle classes, especially for farmers' children, to be mixed, if it could be carried out without any difficulty ?—I think it is a very decided advantage to the school. As to its effect upon the higher class I will not say. I have never seen any cause to think it would be injurious, but I think it raises the tone of the school altogether, and has a wonderful effect in that respect.

7297. Of course economically there is a great advantage ?—Of course.

7298. (*Lord Taunton.*) In what way does it raise the tone of the school ?—You have a higher class which raises the tone of the school ; it cannot go down to the level of the old village school.

7299. (*Rev. A. W. Thorold.*) Are eleemosynary subscriptions paid to this school ?—Of course the deficiency is made up.

7300. It is not then entirely self-supporting ?—No.

7301. (*Lord Lyttelton.*) How long have you had your master ?—I should say about 20 years, or somewhere thereabouts.

7302. The school, in fact, has been made by him ?—Yes.

7303. (*Rev. A. W. Thorold.*) Can you suggest any plan by which schools of this kind can be made self-supporting ?—I think not. The King's Sombourn was supposed to be self-supporting, but it was self-supporting only in a limited sense. The Government then paid a good

Hon. and Rev. S. Best, M.A.

20th June 1865.

deal more than they do now, and with those payments it was nearly or quite self-supporting. Mine was so at one time, but it is not now.

7304. (*Dr. Storrar.*) Is King's Sombourn school going on upon the same principle now ?—Yes ; on the same principle.

7305. With regard to your own school, have you the building rent free ?—The building is my own, held on lives under a cousin of mine, who is owner of all the property there, but I have never had any assistance in the school.

7306. (*Lord Taunton.*) Do you believe that a school on the system on which you have described yours to be could be successfully carried on, unless there were a degree of attention paid to it on the part of either of the clergyman of the parish or some resident landowner of authority in the neighbourhood, which is hardly to be expected in the generality of instances ?—You mean whether it would work by itself, in fact ?

7307. Yes ?—I do not think it would. I do not think any school would ; it is the fatal objection to any school, unless it is overlooked, and unless a great many take interest in it.

7308. No school system would work like a piece of machinery ; it requires the active care of some competent person ?—Yes.

7309. (*Dean of Chichester.*) Do you think inspection very important ?—I think it is most important. I wish, as a step in that direction, we could get the grammar schools inspected.

7310. (*Dr. Storrar.*) Would you be so kind as to state what would be the attainments of the best boys that leave your school ?—I could better do that by saying what they have become.

7311. They would have a good English education ?—Yes ; a thoroughly good English education.

7312. Any knowledge of mathematics ?—Yes.

7313. How far ?—About the first two books of Euclid.

7314. (*Lord Lyttelton.*) Any algebra ?—Yes.

7315. As far as equations ?—Yes ; I should say so.

7316. (*Dr. Storrar.*) Any Latin ?—The Latin is really more with a view to derivation than to the knowledge of Latin. If the Latin is carried on further we are willing to assist them if they like to do it, but it is more by their own exertion than by actual teaching in the school.

7317. (*Lord Lyttelton.*) Do they learn the simple rules of syntax ?—Yes ; and the Eton Latin grammar.

7318. For the grammatical construction ?—Yes.

7319. (*Dr. Storrar.*) Do they translate at all ?—Yes ; it is the usual course to put before them a piece of Latin to be put into English, and a piece of English to be put into Latin. It is always accompanied by questions as to what English words can be derived from them.

7320. Any French ?—French in the same way. It is just an extra class if they like to take it.

7321. But a boy can have some knowledge of French ?—Yes, if he choose to stay ; it comes on Saturday, when it is not a school day.

7322. (*Lord Lyttelton.*) How many do you think you have learning French ?—Never above half a dozen at the outside.

7323. (*Dr. Storrar.*) Would they pay extra for French ?—No.

7324. Do you attempt any science ?—Just the natural philosophy ; such books as "Matter and Motion," Chambers's book. We do not carry them very far. The same with chemistry ; we just give them the principles of it, but endeavour so to send them out of the school as to be able to improve themselves if they wish it. I think that is the idea.

7325. If I understand you, you give such a good education to many of these boys that they are tempted to carry their knowledge to a better market than the home market?—That is quite the case; very few well educated boys remain with us.

7326. And in fact that high standard is a good deal due to your social influence?—It may partly be so. I attribute it far more to the master; who is an extraordinary man in his way as to the tone he carries out in the school.

7327. (*Lord Lyttelton.*) Have you any resident gentry?—My cousin owns the whole of the property.

7328. But resident?—He is resident.

7329. (*Dr. Storrar.*) You are a good deal in the school yourself?—I am. For some time I was not, but if I was not there, the curate was. I usually go into the school every day, if it be possible, but I do not stop there very long. I stop there to see that all is going on right, and to ascertain who were out the preceding day, and who were sick. It was rather more that than the actual work of the school.

7330. Do you visit absentees?—Yes, I do.

7331. (*Lord Lyttelton.*) Is your master married?—Yes.

7332. Does his wife take any part in the school?—No.

7333. Do the boys of all sorts play together in the school?—Yes. The boys and girls are separate. The girls and infants are together in one playground, and the boys in another.

7334. The playgrounds are marked off?—Yes; they are separate entirely. Everything is separated.

7335. Are they large playgrounds?—No, they are not. I am sorry to say they are very small playgrounds. The boys have got a good field in front of my house.

7336. (*Lord Taunton.*) Have you had opportunities of observing the condition of grammar schools in your own neighbourhood or elsewhere?—We have one grammar school in Andover, and there is another at Amesbury; I do not know much of that. The grammar school at Andover is not very successful in numbers. I have had several boys from grammar schools.

7337. Have you formed any opinion as to the manner in which grammar schools, speaking generally, answer the purpose of educating the middle classes of this country?—In our part of the world I think they do not. There is a very successful one, I believe, at Basingstoke. New life was given to it a few years ago, and I believe it is very successful. From what I have heard—but it is merely hearsay—they come principally from the north, where the master has a large connexion. The school is a thriving one, but it does not educate only the people of the place.

7338. Is that what is called a classical school?—A classical grammar school.

7339. Is the instruction that is given of a character that would tempt the children of the middle classes in the neighbourhood to avail themselves of it?—I think it ought to do so, from what I have heard of it. I have not much to do with it personally.

7340. I suppose a great deal must depend on the accident of there being a good master in those schools?—Everything.

7341. Do you believe that there are sufficient securities in the present system on which all grammar schools are conducted to obtain the services of a good master in grammar schools?—In very few of them, I think; at least in very few that are about us. I think I am speaking rightly in saying that the endowment of the grammar school at Andover is a house and 20*l.* a year.

Hon. and Rev. S. Best, M.A.

20th June 1865.

7342. In what way does that operate ?—There is a very small school there.

7343. Can you suggest any manner in which these endowed schools thoughout the country might be made more useful than they now are ?—My own impression has always been that by a system of inspection, if you could force a system of inspection upon them, and by a system of registration, this could be done. Then to make that effectual you must have some board to which questions can be referred if there were any fault found. At present you have none.

7344. Do you think it would be reasonable to consider endowed grammar schools so far the recipients of public money as to give the public the right to inspect them, a right which perhaps they might not have with regard to what were simply and purely private schools ?—I think so. I have a very strong opinion that you have a right to inspect a public school, and they are public schools.

7345. Have you at all considered where that power or inspection had better be placed, whether in a Government office, or in some body that might have authority, not connected with the Government ?—I have always fancied that the universities would be the proper body, but that is a mere suggestion. In order to prevent the falling into working in a groove I should get one inspector from each university.

7346. Do you think it would be reasonable that a master appointed to one of these schools should undergo some examination by a competent authority, and not be appointed without a certificate of his competency ?—I should like to see it very much put upon the same footing as the medical diploma. You do it in almost all classes. In the lower classes you take a certificated man, in the higher classes a man must go through the university. It surely would not be unreasonable in the middle classes to require that they should have a diploma, and that it should operate in the same way as in the case of a medical man.

7347. Would you carry that principle so far as to require a certificate or diploma, or whatever it is, from a master who taught a purely private school ?—Of course that is a larger question altogether ; I should like to do it there too. My own private opinion would lead me to say that you have a right to do it there.

7348. (*Lord Lyttelton.*) How far would you make it compulsory ?—I should like to make it compulsory.

7349. In what way ?—It must be by Act of Parliament.

7350. You would make it illegal for the trustees of endowed schools to elect any one who had not a diploma ?—Yes.

7351. What would you do with regard to purely private schools ?—The difficulty of course would be in determining which was a private school, who was a schoolmaster and who was a tutor. You could not interfere with the one, and you could with the other.

7352. Supposing the case of a private school, how would you prevent an unauthorized person teaching ?—In the same way that you prevent an unauthorized medical man practising.

7353. You would prevent him recovering his fees ?—Yes ; in the same way as with regard to a medical man.

7354. (*Lord Taunton.*) That would make the scholastic profession a close profession ?—Yes.

7355. Do you see no objection to that ?—I see no objection at all.

7356. Do you think there would be danger of schoolmasters being too much of the same type, or of its at all narrowing the profession ?

—That I think would always right itself. The requirements of the age would put that right.

7357. (*Lord Lyttelton.*) Could you secure anything beyond a certain amount of intellectual attainment in schools in that way?—Of course you cannot do that, nor can you now in a certificated master. You get a very clever man, but he may be a very bad schoolmaster; and these very clever people often are. They do not make good masters.

7358. Except so far as this, that in the training schools an essential part is continual practice in the art of teaching?—It is not anything like what the common teaching of a common school is.

7359. Do you think that you could obtain no trustworthy certificate of general character, temper, and so on?—I think not.

7360. (*Lord Taunton.*) Do you think the art of teaching ought to be taught and encouraged in any manner?—It is an exceedingly difficult thing to teach the art of teaching, except by having it taught in a school. You cannot teach it in the same way that you would teach a science of any kind, because a man must be learning other things at the same time, and a mere day's work at a sort of model school will not teach it him.

7361. (*Lord Lyttelton.*) In a good training school is not there a practising school attached in which the students learn almost every day?—Yes; there is some portion of it to which they go two or three times a week, but I do not think that attains the object in anything like the way in which the pupil-teachership does. The boy under a good master is working his way up, and learning the art of teaching in a much more practical manner than being sent out to a school with which he has no connexion, in which he has so many boys put before him to teach.

7362. (*Mr. Baines.*) Would not your requiring compulsorily a certificate for all schoolmasters interfere entirely with the liberty of teaching, and with the right of the subject to teach?—I can only repeat that I do not think it interferes more than the provisions of the Medical Act do. You interfere and say a man shall not practise as a physician unless he is competent. I think you might do the same with teaching.

7363. If you meet me with one analogy, suppose I put another, that of an author and publisher of books. You allow every man to publish his thoughts without a certificate or licence from the state, without Government sanction?—Certainly.

7364. Should you not equally allow every man to teach?—That is another point.

7365. Is it not, though another point, an analogous one?—Not quite, I think.

7366. Is it not more analogous than the medical profession?—No.

7367. Are they not both teaching?—In one sense they are.

7368. Do not you also allow the liberty of teaching religion, the highest and most important of all subjects, without requiring a state certificate?—That is a very difficult question. I hardly know how to answer it. The clergy are all licensed.

7369. Dissenting ministers are not licensed?—They are to a chapel.

7370. Have not many men, such as Pestalozzi, Fellenberg, and others entered the profession from their natural genius for teaching, not having been trained for the profession?—Such men, I should think, were the most admirably adapted for the purpose that you could well pick out.

7371. Would they not be prevented from entering the profession if

Hon. and Rev. S. Best, M.A.

20th June 1865.

you had previously required a certificate that they had been trained?—You must separate the training and the certificate, because there are a great number of cases where a person takes a certificate, but has not been regularly trained. All he should show is proficiency. It is no idea of mine that he should be forced through one particular groove.

7372. Would you not rely upon competition, upon emulation in schools, and do you not think that on the whole a system of perfect freedom, allowing all schoolmasters and all friends of education to promote their own plans, would work better than a stereotyped system, or moving in a groove?—I think, if I may be allowed to say so, you put the two extremes. I would not stereotype at all, because the teachers would be of different opinions. Some would be church and some dissent, but all should, in my judgment, show that they are capable of teaching.

7373. But all should receive their certificate from the same body?—Yes; the elementary instruction of the one or of the other appears to me to be the same. For instance, they must read, they must write, they must know the common rules of arithmetic. They are all stereotyped in that way.

7374. (*Dr. Storrar.*) The certificates you propose would be certificates of attainment?—Yes.

7375. Do you think it would be possible to introduce an examination test of capacity in teaching?—I think so.

7376. As apart from education?—Yes, it has been done. It has been done in the schools for some time. Certificates given to the schoolmasters were entirely for head work. Then they introduced a system of going by the goodness of the school, raising the master in his certificate by the goodness of the school. That has been done almost to the present day. That, of course, showed what power he had of teaching.

7377. The knowledge of his attainments so acquired by the inspection of his work. My question rather went to this: Do you think it would be possible by any system of personal examinations to ascertain a man's capacity for teaching? It has been proposed by one witness to introduce some sort of qualification in pedagogy. What is your opinion on that?—I can see no difficulty at all in its being done; besides other ways in which he might be tried, you might take him into a school and see what his powers of teaching and of communicating knowledge were, because you constantly find people who, there is no doubt whatever, have the knowledge in their head, but somehow or another it will not come out. They cannot communicate it.

7378. You think that test could be applied to the upper schools?—Yes.

7379. (*Lord Lyttelton.*) Would you propose a general system of inspection for schools besides endowed schools?—I should like to see it. I should be very glad to see it.

7380–1. Would that be compulsory on all schools?—As at present you can do nothing, but I must say I should like to see it so.

Adjourned.

Wednesday, 21st June 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
WILLIAM EDWARD FORSTER, ESQ., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. FREDERICK CALDER, M.A., called in and examined.

Rev. F. Calder, M.A.

21st June 1865.

7382. (*Lord Taunton.*) I believe you are the head master of the grammar school at Chesterfield?—Yes.

7383. How long have you held that situation?—Eighteen years and a half.

7384. You are a clergyman and graduate of Cambridge?—Yes.

7385. Is the grammar school at Chesterfield founded in the usual manner?—It was founded by a private gentleman, Godfrey Foljambe. I do not know the tenor of the deed.

7386. (*Lord Lyttelton.*) Have you never seen the deed?—I have never seen it.

7387. (*Lord Taunton.*) What is the date of the foundation?—It was towards the end of Elizabeth's reign, about 1600, I believe.

7388. Are there any considerable endowments attached to this school?—The endowment is very small, I am sorry to say. The whole, including the house, is 189*l.* a year, or 180*l.* net.

7389. (*Lord Lyttelton.*) What do you value the house at?—It is valued to me at 39*l.* 10*s.* a year.

7390. Do the trustees keep it in repair?—No, I keep it in repair and pay the taxes too.

7391. (*Lord Taunton.*) How is the endowment disposed of; is it salary to yourself?—83*l.* a year, including the value of the land, comes to me; 58*l.* to the second master, and there remains the small sum of 12*l.* for the third master, who properly ought to be the master of a lower school, quite an independent institution as it were, but there being such a miserable sum as 12*l.* for the endowment, the trustees asked me, when I first went, there, whether I would take the 20 boys who should form the lower school. I said "No." After I had been out of the room, one gentleman told me that they had got a plan for educating these 20 boys. So I said, Very well, I would undertake to see that the work was done by the master if they found one according to the scheme. They then deviated from the scheme so far as to put upon these 20 boys a payment of 1*l.* per annum per head, which of course was illegal. However, I did not like to quarrel about it the first day I got there, so I consented to allow the man to come into the school upon those terms, though I believe I could have refused him. They elected a master, and stated in their advertisement some of the other advantages which he could have, viz., that he could take boys at 3*l.* per head in addition to the 20 foundation boys. When he came to me, I said, "What do you expect to get for your income?" He replied, "150*l.* a "year." I said, "You will never get 40*l.*," and so it turned out. At the end of a few months he found he could not live, and the thing had to

Rev. F. Calder, M.A.

21st June 1865.

come to an end. The second master was very anxious to keep those 20 boys for the sake of looking as though we were successful in the school, and I then agreed to give this man 60*l.* a year, and the second master agreed to pay a small portion of that. That went on for a short time, but the second master was soon tired of it, and the burden fell upon me. I then gave the master of the lower school 30*l.* a year and board and lodging in my house, and so it has remained; but neither the second master nor I receive one farthing for teaching these 20 boys, and admitting them to a far higher education than they are entitled to obtain. They ought not to have an education higher than the most elementary English, whereas we give them nearly the same position as if they were the 20 boys on the higher foundation for whose education we receive our stipends.

7392. From what class do the boys of your school come?—The paying boys embrace all the professional and commercial classes; the foundation boys are generally the sons of little tradesmen and respectable artizans; occasionally the sons of widows, reduced people; and I have two sons of a surgeon.

7393. How many pupils are there in your school?—In the upper school there are 61 at present, and in the lower school 36.

7394. How many of these are on the foundation?—Twenty in the upper school are on the foundation, and 20 in the lower school are on the foundation.

7395. What limits the number of boys on the foundation?—The scheme limits the number to 20 in the upper school and 20 in the lower school.

7396. What are the benefits of the foundation?—The boys in the upper 20 for whom we are paid receive as good an education in the classical school, or, if they please, in the lower school, as any boy can have in the school altogether.

7397. (*Lord Lyttelton.*) For nothing?—For nothing save that they cannot learn French or drawing without paying a small fee extra.

7398. (*Lord Taunton.*) Do you think that this plan, giving a very limited number of boys an education for nothing, operates beneficially in a town like Chesterfield?—Very much so.

7399. (*Lord Lyttelton.*) You are in favour of a wholly free education for the boys on the foundation?—I think they might pay a little.

7400. Would it be desirable that they should?—Not if we can be paid without it.

7401. (*Lord Taunton.*) Having a limited sum of money to be applied, do you think it would be better that that should be applied to the giving of a good education to a good number of boys who should pay something for it than in educating a few gratuitously?—I would rather take the former plan, because it does away with the distinction between foundation boys and paying boys, which is a very great difficulty to us. The fact of there being foundation boys who do not pay at all makes it much more difficult for me to get boarders, because it at once tells people that I have a lower grade of boys.

7402. Putting out of view the convenience to the master, do you think that a system of absolutely gratuitous education is advantageous to a community, or do you think it is better that the parents should be required to pay a moderate sum within their reach for the education of their children?—Looking to the experience I had in King Edward's school, Birmingham, for five years, and the zeal with which gratuitous admission into that school was sought for there, I consider it proved that such education is highly appreciated.

7403. What is the kind of education you give in the upper school ?—Latin—

7404. How far ?—I have boys reading Cicero, Virgil, and Horace occasionally.

7405. Do you prepare boys for the universities ?—Yes, a few, but not many, because those designed for the universities generally go to larger schools.

7406. Have you any exhibitions ?—A small one of 10*l.* a year.

7407. Do you teach Greek ?—Yes ; but many of the boys will not learn Greek at the time they should learn it, and the school is split up into so many subdivisions as to cause great inconvenience.

7408. Do you think it would be desirable in the case of a school like Chesterfield school to insist upon it ?—I am too dependent on the parents to have my own way, and to do always what I think best.

7409. (*Lord Lyttelton.*) Do they wish Greek taught ?—They do not wish Greek taught as a rule.

7410. (*Lord Taunton.*) Would you wish for the benefit of the boys to teach them Greek previous to their going to the universities ?—I would when they come to a certain stage, and when their abilities render them qualified to learn it, for I know if they do not learn Greek, they are not doing anything else so well. They are filling up their time with something else which is already provided for, and in many cases they are only half exerting themselves.

7411. Do you give them the opportunity, if they do not learn Greek, to employ their time usefully in other subjects, which they or their parents may think likely to be more useful ?—Yes ; but when I have mapped out the time in the manner which I think most suitable for a boy of average ability, if I give him this extra time for something else, he does not use it to the best advantage.

7412. Would it not be possible to map out the time in a different manner so as to afford a boy, whose parents do not wish him to learn Greek, who was not going into a learned profession, or to whom they did not think Greek would be of much practical advantage, the means of learning something, such as physical science, or mathematics, or whatever it may be, which would be of great use to him ?—If I detail my *curriculum* to you, you will see that those subjects are all to some extent provided for. I teach Latin, Greek, religious knowledge, English, including history, geography, and composition, elementary natural philosophy, including mechanics, and in turn chemistry, optics, or astronomy ; sometimes a little botany, French, drawing, writing, arithmetic, and mathematics.

7413. But surely out of this great variety of subjects would it not be possible, if a boy showed an indisposition to learn Greek, to direct his attention to some other subjects which would be very useful ?—He has the opportunity of learning them all, even if he does learn Greek.

7414. (*Lord Lyttelton.*) Do all the boys learn all those subjects ?—When they get to the standing when they would learn Greek. If a boy is specially dull at something else, I would then recommend that he should not learn Greek, in order that he might give his time to some other study which would be more useful ; but if a boy be of average ability, I would rather he did not neglect Greek, because he would not bestow more industry upon anything else.

7415. Do any boys learn Greek as well as all the other subjects ?—Yes.

7416. (*Mr. Forster.*) Do any boys learn Greek besides those going to the universities ?—Yes, boys going into professions. In fact, all

Rev. F. Calder, M.A.

21st June 1865.

boys coming up to a certain standard in the school I try to induce to learn Greek.

7417. Have you the sons of artisans learning Greek?—A few.

7418. How far do you push their Greek studies?—I have boys in my first class who during the last half year have read a portion of the "Cyropædia," and about 200 lines of the "Hecuba," besides some easier matter.

7419. Have you ever followed the course of those boys in after-life, and have you satisfied yourself, generally speaking, that those who did not go to the universities keep up the character that they have acquired at your school?—I will take it in another way. Many boys have been very sorry that they did not learn Greek when I wished them. Several, who thought they were going into much lower walks of life, have become medical men, and have been very sorry that they did not learn Greek. They would have given a great deal to have learned it, and it would have saved them the drudgery of having to learn it afterwards at 19 or 20.

7420. (*Lord Lyttelton.*) What is the general class of society from which the boys come?—I will just read the grade of the 10 highest boys in the school, day scholars.

7421. (*Sir S. Northcote.*) Will you give the ages?—I have not the ages, but they run from 12 to 15. The first is the son of a widow of a foreign correspondent of a London bank; the second, the son of a widow of a Sheffield manufacturer; the third, the son of a surgeon; the fourth, the son of a widow of a carpenter, of a very intelligent family; the fifth, the son of a farmer and colliery proprietor; the sixth, the same; the seventh, the son of a watch-maker; the eighth, the son of a wire-drawer and dealer in small wares; the ninth is the son of an architect and surveyor; and the tenth is the son of a manufacturer of pottery ware, which is one of the staples of Chesterfield. Then among the boarders, who generally stand pretty high in the school, the highest is an orphan, but his father was a silver refiner in Birmingham; the second, the son of a manager of a thread factory in the neighbourhood; the third is the son of a clergyman; the fourth is the son of an iron-monger; the fifth is the son of a clergyman; the sixth is the son of a merchant in the Walsall trade; the seventh is the son of an iron-monger; the eighth is the son of a farmer; the ninth is at present away on account of ill-health, but he properly belongs to the school, and is the son of a tanner and currier; and the tenth, also absent for six months, is the son of a cloth manufacturer.

7422. (*Lord Lyttelton.*) Do all the boys from the different classes you have recited learn Greek?—No; they are not all high enough to do so. They all learn Latin, every one of them.

7423. (*Lord Taunton.*) How late, generally speaking, do boys remain at your school?—Very seldom exceeding 16; but if a boy lives in the town, and his parents are of moderate means, and wish him to go to the university, and do not desire to send him to a large school like Rugby or Uppingham, for instance, he would remain with me till he was 19.

7424. What proportion of your boys go to the universities?—I should think 1 or 2 per cent.

7425. (*Lord Lyttelton.*) Do the parents of the boys of the middle classes wish them to learn Greek?—If the parents are intelligent, well educated people I think they generally do.

7426. (*Sir S. Northcote.*) Can you tell us of those you have named, how many are learning Greek, and how many you think ought to be learning it, but are not doing so?—The first one, who is the head

boy in the school, is learning Greek and doing very well ; the second boy does the same ; the third boy does so ; then some boarders intervene, they almost all learn Greek ; the fourth boy, who is a day scholar, is learning Greek ; and the fifth boy is not, but might as well.

7427. What is the fifth boy ?—The son of a farmer and a colliery proprietor ; his cousin (who is of the same standing and in every way the same) learns Greek.

7428. Is it the wish of his parents that the boy you referred to does not learn Greek ?—I would rather speak generally, and say that I think that it is the wish of the boy which rules in such cases ; the boys have too much influence with their parents in the selection of their studies.

7429. Have you any notion what those boys are intended to do in after-life, for what they are preparing. Is a boy in that position preparing to follow his father's occupation ?—Yes, in many cases, or an occupation of a similar nature.

7430. Can you form any judgment what proportion of those boys whom you have mentioned are likely to go to the universities or to public schools with a view to a university ?—I do not think I have more than one in the school at present who is known to be going to the university.

7431. Or to be preparing for any of the public schools which admit boys specially for the universities ?—Exactly so. The second boy will be an engineer ; my third boy will be an architect ; my fourth boy will go into some Manchester commercial house ; and my fifth boy is to be an attorney.

7432. (*Mr. Forster.*) Would you say that in most of those cases the boys would be able, in consequence of the education which you give them, to occupy a higher position in life afterwards than they probably would have held from their situation in life?—Far higher, many of them ; several boys, even of moderate means, have risen to be clergymen and masters of endowed schools ; and one is now lecturer on moral philosophy in St. John's College, Cambridge ; humanly speaking, many of these would have had no chance of obtaining their present positions, without the advantages derived from the school.

7433. (*Lord Taunton.*) What number of boarders have you ?—I should properly have nine, but two of them are absent from domestic causes. From five to 15 is the general number.

7434. What limits the number of boarders ?—Only the power of my getting them.

7435. How do they board ; not in buildings belonging to the school, I suppose ?—In one single house.

7436. Belonging to you ?—The school-house.

7437. Is it your own private property ?—No ; it belongs to the school.

7438. How many can it hold ?—About 15, with my private family.

7439. Should you feel yourself at liberty to have boarders in other houses ?—The question has never arisen ; for I have never had more than enough to fill my own house.

7440. (*Mr. Acland.*) Would you mind stating at what point of numbers you think a boarding house becomes profitable at your rates of payment ?—It runs down very rapidly if the number gets below seven or eight ; when I have made an estimate of my profit, and have taken it on the supposition that I have an average of 10, I have considered the profit as 20*l.* out of an average receipt of 50*l.* per boarder. When I have had just below 10 or above 10, it has about balanced, but I know

Rev. F. Calder, M.A.

21st June 1865.

the profit diminishes very quickly when the number is below 10. It becomes almost *nil* if you come down to five or six boys.

7441. Above that, you think at your rates of payment there may be some profit ?—Yes, about 20*l.* profit out of 50*l.* fees ; that is what I return to the Income Tax Commissioners.

7442. (*Lord Taunton.*) Do the trustees interfere with you at all in the management of the school ?—No ; they are only too glad to see the work well done ; I think they would interfere if it were not well done.

7443. (*Lord Lyttelton.*) Have they power of interference in every particular ?—They could not dismiss me, I believe* ; they could send an examiner to the school to report upon it.

7444. Could they direct any change in the course of the studies of the school ?—The clause in the scheme which directs the studies is so very indefinitely worded that I do not think anybody could act upon it.

7445. Does not the intention of it appear ?—The intention is to make the education as comprehensive as circumstances admit.

7446. (*Lord Taunton.*) The trustees appointed you ?—They did.

7447. You believe that they have not the power of dismissal ?—I gave them a bond ; they can sue me upon the bond, but I believe if I paid the penalty of the bond they could not turn me out.

7448. What is that bond ?—For about 220*l.*

7449. To do what ?—To resign. They have a bond of resignation, but it is only to the extent of 220*l.*, and I very much question whether, if I chose to pay the 220*l.*, they could do anything with me.

7450. Might they not a few months afterwards come again upon you and ask you to resign, and so enforce another penalty of 220*l.* ?—I do not know.

7451. (*Mr. Forster.*) I suppose they could only ask you to resign, and not impose on you another bond ?—I think so.

7452. (*Mr. Acland.*) Will you be so good as to state what is the definition of the subjects of education to which you refer as being unsatisfactory ?—It is merely that the words "combining or not" in the scheme render it very loose as to what is to be included and what is not.

7453. What is the actual clause ?—It is that in the upper school there shall be two courses of instruction to which the boys shall be entered according to the wishes of their parents ; the one the classical department, combining or not instruction in the classical languages and mathematics, with general English literature, geography, English composition, and history ; and the other the commercial department, confined exclusively to mathematics, arithmetic, geography, English composition, history, and other useful branches of modern education ; and in the lower school the usher shall teach reading, writing, accounts, and English grammar.

7454. Will you state why you consider that clause unsatisfactory ?—On account of the words "combining or not :" because what do they mean ?

7455. I understand you to say that you think it undesirable that a scheme for the government of a school should lay down in detail the subjects the master ought to teach ?—I think so ; I think it better

* In giving this answer, as well as those to Questions 7,447 and 7,466, I was referring to arbitrary removal; for I fully admitted that all the masters could be absolutely dismissed for the reasons assigned in the 18th clause of the Scheme, viz., when they "shall fail in the due, active, and adequate performance of their respective duties by reason of inefficiency, incapacity, immorality, neglect of duty, permanent illness, or infirmity."

left open, as far as relates to the maximum of instruction, but not the minimum. *Rev. F. Calder, M.A.* 21st June 1865.

7456. Is not the ground of objection to this clause rather that it defines too many details, than that it leaves it too open?—It defines, and then it opens it.

7457. Is not that opening of the door rather an advantage?—I want to know which subjects I am to take; practically it has been no trouble to us.

7458. (*Lord Lyttelton.*)—Because you have not been interfered with in practice?—Just so.

7459. (*Mr. Acland.*) The effect of that clause is to enable you to offer a very wide or a very high course of instruction, and it gives you full power to adapt it to the capacities of your pupils and to the demands of the parents?—Yes, I think it gives the master too much power; I think it gives him power to be idle if he is not looked after.

7460. (*Lord Lyttelton.*) Do you consider that the trustees have neither the power of dismissal nor the control of the course of study in the school?—I cannot say; I can simply state the facts, that they have this power by the bond, of suing upon it, and they have this clause to go upon.

7461. (*Lord Taunton.*) From the existence of this bond it appears that it was intended at least to give them the power of dismissal?—Yes, no doubt.

7462. Do you think upon general principles, without reference to any particular case, it is desirable that the governing body should have the power of dismissing the master whenever they should be satisfied that he is not able to teach the school in an efficient manner?—I think the difficulty is what should be a sufficient ground for that dismissal, and whether they ought to specify the particular grounds or not; I think they should.

7463. You think that even if there existed inaptitude for teaching, which is often found in men otherwise very well informed and respectable, that is not a sufficient ground for dismissing a master?—No, the trustees are only punished for their own non-discernment in not picking out the proper man at the proper time; for they might always do so. The thing which I find so much fault with is, that trustees, generally speaking, do not look for anything but university honours, nor pay due regard to the qualification of aptitude for teaching.

7464. Supposing it turned out that they made a mistake in the first appointment which was very palpable, and the interests of the community and the neighbourhood suffered from it, do you not think it would be desirable, under those circumstances, that there should be some means of getting rid of a master?—You cannot limit such arbitrary power, I think; that is the thing; the master would lose his independence; he might have crotchety trustees, who would hamper him perhaps in the religious instruction and other things; his independence would be destroyed if he were not able to call upon them for a specific reason why he was to be dismissed.

7465. (*Dean of Chichester.*) Have you a visitor?—We have not, except that the Archbishop of York is a *quasi* visitor, because the bond is made out to him.

7466. (*Sir S. Northcote.*) What is understood to be the meaning of the 16th clause in the scheme, "That all head masters that shall from "time to time be required shall from time to time be appointed and "removed as occasion shall require by the said trustees, or the major "part of them, but subject to the approval of the Archbishop of York, "but in case any such appointment or removal shall be made without

Rev. F. Calder, M.A.

21st June 1865.

" the approval of the lord for the time being of the manor of Norton :" then, " that the said lord shall be at liberty to withdraw the payment " of the said sum of 15*l.* to the head master," and so on. Does not that give a power of removal ?—I have always thought that the bond named in the 17th clause stepped in and limited the trustees to the power of suing for the penalty for non-resignation.

7467. (*Lord Taunton.*) Do you not think if a power of appeal to a visitor were given, that would be a sufficient check against the possibility of a capricious or injudicious use of the power of dismissal on the part of the trustees ?—I think it would.

7468. I think you have expressed the opinion that when once the master is appointed, it is desirable to leave him pretty much to the unfettered discretion of conducting the studies of the school ?—I think so.

7469. How are the under masters appointed ?—The second master is appointed in the same manner as I am ; he gives a bond also.

7470. Do you think it is desirable or that it is better that the head master should have the power of appointing the under masters ?—I think it would be better, but more especially that the head master's income should be so independent that he should not fear to exercise that power. For example, I had a second master about whom I was obliged to complain to the trustees ; it led to his resignation. Still, after he left me he flourished in the town for five years as a strong rival of the school, and he certainly took 200*l.* out of my pocket. His school failed, of course, in the end ; it was only a question of time, but in the meantime it damaged the grammar school very severely indeed.

7471. (*Lord Lyttelton.*) You infer that the head master ought to have the power of dismissal of all the under masters under him ?—I think he should.

7472. (*Mr. Acland.*) Would you be inclined to state, from the peculiar composition of a school of about 100 boys, with reference to the occupations of their parents, and the destinations of the boys, your reasons for giving the master considerable discretion ?—I wish to give an education suitable to three classes of boys ; first, those who are going to the university, who form a minority, including, perhaps, those who are going into professions ; secondly, for those who are going into commercial life ; and thirdly, for the boys who mostly are on the foundation, who are going to be either small tradesmen or superior artizans. My object has been to give an education which would accommodate all those classes, but not at the sacrifice of any one, and I think I have succeeded.

7473. You think that any stereotyped system founded on the purely classical instruction of the universities is not adapted to a school so composed ?—Certainly not.

7474. Will you explain in detail how difficulties arise, with a view to any recommendations which the Commission might make ?—If you take the case of a school which is permitted to go upon a stereotyped routine, you find it does not get three-fourths of those boys that I get. When I was at Leeds school, a school of 70 boys (I am speaking of 30 years ago), there was hardly a merchant's son in the town who went to the school ; we had the professional men's sons, who there got the superior education which they would appreciate, and we got the poor men's sons, who had that education or none. We had but 70 boys at one time out of an enormous population like that of Leeds. At Chesterfield we have 97 boys out of a population of one-tenth that of Leeds, and it shows to me clearly that the attempts which I made to accommodate the three classes have succeeded ; I would say rather that, in

the case above quoted, the unwillingness to meet the wants of any class but one failed to attract boys to the school.

7475. Will you state how you modified the old routine of grammar schools to meet the wants of these different classes?—I began by making an English education a *sine quâ non*. In the commercial school, English, of course, in the two lowest classes out of the three, forms the whole work. In the highest class of the lower school, boys are encouraged to learn Latin by way of preparation for the upper school, but they are not compelled to do so. If they do learn Latin, and are put into the upper school, they are able to step over a class or two at the bottom of the classical school, and to go into the third or fourth instead of the fifth class. Boys who begin work at the lowest part of the classical school are doing about the same work as those in the second class of the English school; thereby we are doing double work, which we cannot avoid, because we have two departments, and we have to put those boys in the fifth class (that is, the lowest class of the classical school) to the same kind of work as in the English school; save that Latin is compulsory generally. I have made a few exceptions and deviations merely to conciliate parents, but they are quite exceptions. The boys gradually go higher, and learn more Latin, having less time for English and work of that kind; and as they get up into the third and second class the classical work increases, the English diminishing, until in the first class I come to the point where the English is kept up as it were rather than learnt, and the classical and mathematical studies and natural philosophy, with French and drawing, occupy the great bulk of the time, without, however, allowing any of the earlier acquirements to drop. By these means I secure that the bulk of the boys who will not go beyond a fair status in Latin, such as Cæsar, and who are going into ordinary commercial life, get a good grounding in Latin and in English, including history, geography, and composition, in religious knowledge, French, drawing, arithmetic, and mathematics; and yet some of the easier of these subjects are rather dropped off as the boys get into the upper classes. I think every class of society, therefore, is served. I should say that there is a re-classification of the school for arithmetic and mathematics, for religious knowledge and for French, so that no boy's place is stereotyped in one subject by his position in any other. A boy may be doing only English and no classics at all, but he may be learning Euclid or algebra or trigonometry, or he may be high in French or religious knowledge. I attach immense importance to this re-classification, because I have known boys who were equal in Latin and Greek, but one was doing Euclid and the other simple reduction sums; and if those boys had been compelled to be classed as they are in most schools, simply according to their classical standard, a very great hardship must have been done to one or the other, or to both, because one must have been dragged down, or the other pushed up, from his level.

7476. (*Lord Lyttelton.*) What is the average length of time a boy stays in the school?—It varies very much, from half a year or a year to six or seven years.

7477. What is the earliest age at which they ever come?—Sometimes as young as between six and seven.

7478. Commonly eight?—About eight, but many boys come to us to what they call "finish," which of all things is the most disagreeable. They come at 14 to learn everything, and leave at 15, having had the credit of being educated at the grammar school.

7479. (*Mr. Acland.*) Does not the system which you have been describing require a considerable staff to carry it out efficiently?—We have but a very limited staff; we have but three class masters to do

Rev. F. Calder, M.A.

21st June 1865.

all that I have mentioned, and in separate departments, with a French and drawing master who comes on three days a week.

7480. (*Lord Lyttelton.*) Three masters including yourself?—Including myself. The French and drawing master is not included in the three.

7481. (*Mr. Acland.*) Do you find that sufficient?—I should prefer four masters. The work requires an amount of industry which I think really very few men will give to it. A man must not lose a second of time, and occasionally must do two things at once. I frequently look over Euclid papers and give out dictation at the same time.

7482. (*Lord Lyttelton.*) What is the proportion of masters to boys?—Thirty or 32 boys to one master.

7483. (*Mr. Acland.*) Supposing your school was doubled, say 200 boys, would it be more easy to work your system?—No doubt.

7484. (*Sir S. Northcote.*) I do not understand the arrangement of these classes. The boys are re-arranged in classes according to the different subjects that they are being taught. A boy may be in the first class in Latin and in the third class in Euclid, and another boy who is in the third class in Euclid may be in the first class in Latin.—Yes.

7485. How is the teaching managed? Do all the boys of the first class in Euclid go into the mathematical school together?—No, it is in this way; we have to teach arithmetic and mathematics altogether throughout the school at once, and every master must be employed; there is the difficulty. If I were to get men who could not or would not teach arithmetic, and if need be, mathematics, my system could not be worked.

7486. Your system involves the necessity of having masters all of whom can teach everything that is taught in the school?—Nearly so, except the highest. I alone teach mathematics. Occasionally, if I have a competent master, I may change a little with him, for the purpose of seeing what is going on in the lower classes; but it is done not for my convenience, but for the advantage of the lower boys, that I may know from my own personal knowledge what they are doing.

7487. Would not the difficulty of managing that system be increased if your numbers were increased?—It would be diminished, I think.

7488. How would it be diminished?—Because there would be no wider classification for 200 boys than for 100; for instance, instead of having my first 30 boys for arithmetic and mathematics arranged as at present in three classes (I am supposing I had six masters for 200 boys instead of three masters for 100 boys), I should probably have the 30 boys still, but only in two divisions, possibly in one, whereas now I have them in three divisions.

7489. Would it not involve the necessity of having six masters who were competent, speaking generally, to teach everything, instead of having three; and is it not more difficult to get six than to get three?—No; you can get sixty if you only pay them properly.

7490. (*Mr. Acland.*) Would not the income derivable from 200 boys enable you probably to have eight masters?—Quite so.

7491. (*Sir S. Northcote.*) Even if you had eight masters, they still must be competent to take different subjects, that is to say, you would not have one master who took mathematics, another classics, and another French only?—I could then subdivide the school into two or three departments, and my re-classification would not be required except within each subdivision; so that such a variety of attainment as you contemplate would not be required from each master.

7492. (*Lord Lyttelton.*) What do you pay the under masters?—The second master's whole scholastic income is 58*l.* 0*s.* 11*d.* from

the foundation, 75*l.* 5*s.* from fees, and he returns *nil* for his boarders; he has very few, and he has had some dead losses. The third master has 30*l.* a year and board and lodging in my house. My own income is 83*l.* 7*s.* 1*d.* from the endowment, with a house, 113*l.* 6*s.* 8*d.* from fees, and 208*l.* 15*s.* profit from boarders, making a total of 405*l.* 8*s.* 9*d.*

7493. (*Mr. Acland.*) Is not that a very small income for the labour and responsibility of a mastership of such a school?—Yes, but I complain especially since that amount is considered to arise from success, not from failure; I complain more of the want of independence and certainty in my income than of the amount of it.

7494. (*Lord Lyttelton.*) Do you mean that you could get a considerable number of masters to teach all these subjects on that scale?—No; Mr. Acland asked me whether, if I had 200 boys, there would not be a larger amount of pay in proportion. And I think there would, for there would still be wanted but one highly paid head master.

7495. (*Mr. Acland.*) What is your rate of payment for day boys?—6*l.* a year.

7496. Do you think that is the highest rate of payment which it would be possible to receive?—No; it is decidedly too small.

7497. My question was, Do you think that is the highest rate of payment which it would be practicable to receive for such an education as you give?—I think I could get more from the classical school boys.

7498. What do you think would be the market value in the town in which you live of the education which you give if you were free to make your own charges?—8*l.* a year in the classical school, 6*l.* a year in the English school for boys over the age of 10, and 4*l.* a year under the age of 10.

7499. You would have no fear from competition even if you charged these fees? You would be quite prepared if you were free to make these charges?—Yes.

7500. And you think your school would rise under it?—Yes; such increase of fees would be prospective of course.

7501. At these rates of payments you would be able very considerably to increase the teaching power and other advantages of your school?—Yes.

7502. (*Mr. Forster.*) Do you also think that such an addition to the payment would drive from the school children of any class that at present attend it?—A very few, I think; certainly not an entire class.

7503. (*Mr. Acland.*) Would it be an improvement to your school to give you a perfect freedom of making your charges, subject possibly to a veto in the governing body, and to change the fixed payment of the endowments into exhibitions for the boys?—And have no endowments at all?

7504. To take away your fixed salary?—I do not approve of taking away the endowment; I want it increased, not diminished.

7505. The property will not admit of increase, will it?—We have charities in the town to the extent of 1,400*l.* a year; of this sum 1,100*l.* is spent in a manner which almost every intelligent person considers unsatisfactory. We have had an inspector of charities down, and are hoping for a re-construction of them.

7506. (*Lord Taunton.*) In what manner is that money disposed of?—Mostly in small sums of half a crown, five shillings, ten shillings, and a sovereign.

7507. It is given in small doles?—Yes.

7508. (*Mr. Forster.*) Is it given at any one time of the year?—Mostly in November, I believe.

Rev. F. Calder, M.A.

21st June 1865.

7509. Who are the distributors of these doles ?—The charity trustees, who are mainly the same persons as the trustees of the school. There are two bodies of trustees, one Attenborough Foljambe's trust, from which the school arose, and another the holders of Foljambe's Ashover and the remaining trusts. Though there are two bodies of trustees, yet some names appear in both, and it is intended to amalgamate them.

7510. Do you know at all upon what principle, if any, this money is given away. Is there any preference for religious opinions or party distinctions ?—The Charity Trustees give the money to all deserving poor, irrespective of religious opinions and party distinctions. Some few charities are also, I believe, given in bread by a set of Church trustees.

7511. You spoke of two trusts; is the 1,400*l.* that you spoke of given by a trust which contemplates education ?—Partially so. The school is one of the purposes for which the trust was created, but the trustees were not appointed as trustees for educational purposes alone, they were appointed as trustees of the whole charities.

7512. (*Mr. Acland.*) Is the school a separate foundation, or is it all part of one charity ?—The school was founded by a rentcharge of 13*l.* 6*s.* 8*d.*, and the residue, subject to other rentcharges, goes to the poor inhabitants of Chesterfield, with no specific direction as to its disposal.

7513. (*Mr. Forster.*) Then the school was the prior object of the trust ?—It was the first foundation, coupled with the establishment of a lectureship of 40*l.* per annum in the parish church, and payments amounting to 33*l.* 6*s.* 8*d.* to two colleges in Cambridge.

7514. (*Sir S. Northcote.*) I see that in the return which has been made relating to this school, it is described as a separate foundation, and there is no apparent connexion with any other endowment ?—It is a separate foundation; all the property except the 13*l.* 6*s.* 8*d.* is separately applicable to the purposes of the school.

7515. Where does the 180*l.* come from ?—From various properties, partly the rent of the house.

7516. (*Lord Taunton.*) What are the arrangements with regard to religious instruction in your school ?—It is entirely in the hands of the head master. I have never attempted to do violence to any of the prejudices, or whatever you may call them, of dissenters; but in case I use the Church catechism, which I have done sometimes for the middle-class examinations, I allow any boy to have the option of mentioning it at home, and bringing a note of excuse from it.

7517. (*Mr. Forster.*) Do you do that at your discretion, or are you empowered to do so ?—At my own discretion.

7518. (*Lord Taunton.*) Is that never interfered with ?—No.

7519. (*Lord Lyttelton.*) What does the trust deed say about it ?—There is not a word about it in the scheme.

7520. (*Mr. Acland.*) To go back to the exhibitions, supposing it were possible to recover for educational purposes a portion of the funds of 1,400*l.* a year, it would be necessary and probably equitable to make some provision for the education of the poor ?—Quite so.

7521. Would it in your opinion be desirable to make such provision in the form of exhibitions or free scholarships in the school for the different classes, for the poor and the lower middle class ?—I would do so. I should be disposed to make an elementary school outside of our building altogether.

7522. Would you have a charge for that school in the case of those who are not elected in some way to free exhibitions ?—I would have a small charge.

7523. What rate of charge would you fix ?—I have not thought of that. I should think perhaps a pound a year ; then I would select the most promising boys out of that school, and put them into our school, either free or upon easy terms. It would then save us the drudgery of teaching the elements, which teaching ought not to be going on with us, and we should get the cream of the lower class boys, instead of getting them quite so miscellaneously.

7524. Do you desire to have exhibitions to the universities, or exhibitions for the advancement of the pupil in any other profession attached to the higher department of your school ?—I should think to the universities. I do not think it is very possible to make it for any other purposes than either for the school or for exhibitions to the universities after leaving school.

7525. Why should a young man leaving school at 16 not have an exhibition tenable at a medical school ?—That might be desirable if there were some guarantee that he would pursue some profession in harmony with the education he obtains.

7526. Subject to the condition of his getting his proper diploma ?—Exactly so.

7527. (*Lord Lyttelton.*) What are the conditions of the small exhibition that exists ?—At present it is in the hands of the Archdeacon of Derby, to whom it was a testimonial, but after his death it goes into the hands of the trustees. The head master, with the vicar and an examiner appointed by the trustees, will then recommend the awarding of it. The holder would go to the university, having been three years in the school, and born in the parish of Chesterfield.

7528. To any college of either university ?—Yes.

7529. (*Mr. Acland.*) Should you think it desirable to apply some of the trust funds in the form of payments to the master for the education of some of the boys ?—Very desirable indeed.

7530. How would you select those boys ?—By examination ; but I should be disposed to be rather elastic, and occasionally to give it to boys who were deserving in the way of conduct, and to whose parents it would be a boon.

7531. Supposing you had these various exhibitions, and that you had power to make an adequate charge for the market value of your education, do you think the amount of fixed salary paid to the master is very important ?—Very important in a small town ; it is impossible to be independent of the comparatively uneducated classes without a fixed payment.

7532. At what figure would you fix that, not looking at your own case only, but the case of smaller towns ?—I think at 150*l.* a year, and a house for the head master.

7533. Do I understand you to say that you think a desirable state of things for a country town is a house, good school premises, a fixed salary of 150*l.* a year, and free trade in subjects and charges ?—Yes, subject to the approval of the trustees as to the fees, because a man might impose a prohibitory charge, and if he chose to do nothing, he might live on the 150*l.* a year.

7534. You think some superior body should have the power of preventing the master from making it a select school for young gentlemen to the exclusion of the middle class ?—Yes.

7535. You have no reason to doubt that such a mixture of classes in such a school and in such a town is thoroughly practicable ?—I believe it quite practicable.

7536. You give that answer as the result of long experience ?—Yes.

7537. (*Lord Lyttelton.*) Are there any other points of importance

Rev. F. Calder, M.A.

21st June 1865.

bearing on the subject of this inquiry which you can give us your opinion upon?—The introduction of French and drawing has not been mentioned. I think it is very important that those subjects should form a staple in the case of those boys who show themselves competent to undertake them, and that they should form a part of the *curriculum* at as moderate a fee as possible.

7538. You would have them obligatory on all boys?—I should like them to be obligatory on all boys above a certain standing.

7539. Both French and drawing?—Yes.

7540. Would you have any option between French and German?—Where you have the power of teaching German, which we have not. We could not keep a German master.

7541. You think French is the more important of the two?—Yes.

7542. (*Lord Taunton.*) I observe that you are not afraid of teaching boys a great variety of subjects at the same time?—I am not.

7543. From your observation you do not think that produces a bad effect?—I am not so sanguine as to the goodness of the result as I was 18 years ago. I found I had made a *curriculum* suitable for industrious boys. Upon the whole I have not been quite so successful as I hoped to be, but I believe quite as successful as any reasonable man could expect to be.

7544. Do you believe that no advantage is derived from confining the course of study, at any rate for the average boys, to a more limited list of subjects?—No, because I think you would in many cases fail to reach the ability that many boys have.

7545. (*Lord Lyttelton.*) You think with proper masters you would not be afraid of the objection that is urged that so many subjects tend to produce a superficial and shallow knowledge?—Of course there is a tendency to that.

7546. But you think with a proper number of masters that may be counteracted?—Quite so.

7547. To the extent you have gone in your school?—Quite so.

7548. (*Sir S. Northcote.*) Do you find that drawing is much appreciated by the boys?—Very much so indeed. I may take the liberty of showing the Commission one or two drawings. (*The witness exhibited some specimens.*) We have a great variety of model drawing and drawing from nature.

7549. Have you any school of art in the town in connexion with the Government?—We have nothing of the kind in the town at all.

7550. Do you think it would be a desirable thing that there should be a school of art, and that your boys should avail themselves of it?—I do not think we have much power of availing ourselves of that.

7551. Have you derived any advantage from the Government system of teaching drawing in any way, directly or indirectly?—No, it has not come near us at all.

7552. You have not used their publications?—No, not at all.

7553. Your teacher has not been trained by them?—He is a Frenchman. I can only keep one master for French and drawing, but he is a very excellent master, both as to acquirements and power of teaching.

7554. Do all the boys learn drawing?—No; 30 boys learn it.

7555. Have you any teaching of mechanical drawing?—Yes, when the boys desire it.

7556. Is it taught in many cases?—No.

7557. You mentioned one case of a boy who is likely to become a civil engineer; have you many boys who take to engineering?—Several now and then.

7558. Are they not boys who would value teaching in mechanical drawing ?—Yes ; it is rather singular that this boy, who is to be an engineer, does not learn drawing ; he has mathematical taste, but not drawing power.

7559. Is your teacher competent to teach mechanical drawing if desired ?—Quite so.

7560. (*Dr. Storrar.*) Who teaches the physical science in the school ?—I do. I teach, for instance, pneumatics, with the air pump, and hydrostatics.

7561. Chemistry ?—A little ; we have not time for a great deal.

7562. Are these sciences much valued by the parents in the town of Chesterfield ?—Unfortunately they do not take very much interest in the matter, I am afraid. It is left to me.

7563. Are the boys interested in those studies ?—They are interested generally in mechanics, astronomy, optics, and in similar subjects, provided I do not tax them too much.

7564. What value do you attach to science studies as an educational instrument in the school ?—I think they elicit the faculty of observation, and they teach to some extent the value of evidence from probabilities rather than from strictly mathematical evidence, also, organization and classification. I do not think they supersede the rigorous training of classics and mathematics.

7565. You think they might be useful as ancillary to classical studies ?—Very much so indeed.

7566. What number of the boys in your school get the advantage of the science education ?—From 15 to 25, though if I give a lecture, of course more boys hear it, but they do not have the same individual instruction.

7567. At what age do you think boys may commence the study of science with advantage to them as an educational instrument ?—Do you mean to be learnt solely from text books, or in the way of conversation ; scholastically or domestically ; because there is a great difference ? Domestically a child may be taught to some extent by a nurse or an elder sister, but scholastically you would have to wait until the average boys of his standing were ready to commence.

7568. I mean to be taught in such a way as not only to communicate the facts of science, but also the principles ?—It will vary very much, but I should think it would run between 11 and 14 or 15.

7569. So early as that ?—I think occasionally as early as 11, but that is rather the exception; I think it is the minimum. It would depend upon a boy's mathematical power, his power of calculation.

7570. In mentioning so early an age as 11, I presume you have in view a certain class of boys who possess a peculiar aptitude for the sciences of observation ?—Or rather those who have not absolute inaptitude, because that, I think, is the better way of putting it. It is that a boy, for instance, who sees a fire stirred is willing to see that there is a lever, and when you take up the poker in your hand he can observe how it is the lever is worked, and that what is gained in power is lost in time, and so on. Many a boy who will not be bright in classics will light up with a thing of that kind, even a boy who is utterly torpid in anything else.

7571. (*Lord Taunton.*) Have you sent your boys up to the local examinations of Oxford and Cambridge ?—A great many in proportion to our numbers.

7572. Do you send them up in classes or individually ?—Individually.

7573. Do you think that the best plan ?—The parents will not permit

Rev. F. Calder, M.A.

21st June 1865.

me to do otherwise. I have great difficulty in getting them to allow it at all on account of the expense.

7574. Have your boys been successful generally?—All but one or two; I have had a dozen successful.

7575. (*Dr. Storrar.*) Do you ever send boys to the matriculation examination of the University of London?—I have sent two; one many years ago, when I think the examination was both harder and less defined, and he failed; I sent one more recently and he succeeded.

7576. Have you found any disturbing influence in the ordinary management of your school by any special preparation of a portion of the boys for these examinations?—A little so. It has occasionally compelled me to classify boys together who are reading rather unequal work, and some boys have been put up a little above their level, and some others, for the convenience of hearing them, a little below their level. I do not think any permanent injury has been done.

7577. That I presume is incident to the fact of your being underhanded in masters?—Quite so.

7578. I think you said that there were 20 boys on the foundation in the upper school and 20 in the lower school?—Yes.

7579. Upon what principle are they admitted?—Any one who chooses to apply to the trustees is admitted, save that if I thought the boy was able to pay I should rather demur, seeing that it would be both a hardship to those who could not pay and a hardship to the master, who would be deprived of a boy who ought to pay the fee. I could not put a veto upon it, but I should say to the trustees, "I think "that boy's parents could afford to pay, and is he a proper object, "think you?"

7580. Do you require any examination before they are admitted; do you require the boys to know anything?—I can require it before they come into the upper school, but not before they come into the lower school.

7581. They might come to the lower school knowing nothing?—Yes; I should tell the parent it would be very unwise for him to send a boy who knew nothing.

7582. Do you promote the foundation boys from the lower school to the upper school?—Yes; according to the wishes of the parents, coupled with my own recommendation.

7583. How do you manage in this case; supposing that you have 20 boys already in the upper school, and you are desirous of promoting a boy from the lower school, do you add to the number of the foundation boys in the upper school?—I have occasionally done so out of kindness and interest in the boy.

7584. But as a rule you would wait for a vacancy?—Yes.

7585. (*Lord Taunton.*) Do you believe that upon the whole the system of local examination which has been established by the universities is useful in raising the tone of schools?—Very useful indeed; it gives a stimulus to schools like my own, where the boys have so very little, if anything, to look forward to during the last year or two of their time.

7586. (*Lord Lyttelton.*) Your boys have done well in those examinations?—Very creditably.

7587. (*Dr. Storrar.*) Are there any schools in Chesterfield besides your own; not National schools or British schools?—There is one kept by a master who was a National schoolmaster, and who set up on his own account with a school of a little higher standard. There is another school which professes to be a private school, but it really is a Wesleyan day school, which has slipped into a private school; it is

really a National school, though the status is rather higher. They teach a little Latin, and they manage to get a French class, but I think there is not much done in higher branches.

7588. (*Lord Taunton.*) What is the population of Chesterfield ?—At the last census the population was 9,800. We draw from a very large surface. Out of 97 boys there are 33 who do not come out of the town of Chesterfield at all, besides the boarders.

7589. Where do they come from ?—From the surrounding villages.

7590. They come by railway ?—Some by railway and some walk.

7591. (*Dr. Storrar.*) Are all the boys of Chesterfield besides those that attend the National or British schools educated in Chesterfield, and chiefly by yourself ?—Chiefly by myself. The boys that I do not get are the children of some of the more respectable parents, who do not like their boys to come where there are so many foundation boys, and who would send them to me individually if I lived 10 miles off, but will not allow the boys to come into the same place where they will meet with boys with whom they think it would be undesirable for them to associate in after-life.

7592. Do the boys of all conditions in your school associate in the playground ?—Yes ; but I have four acres of land behind the school, which I give to the boarders alone, and to such few of the day scholars as I permit them to invite to join their eleven in the cricket club.

7593. Is there any feeling of class between the foundation boys and the paying boys ?—I think not ; many boys do not know who are and who are not paying.

7594. They behave fairly well to each other ?—Very fairly indeed.

7595. (*Lord Lyttelton.*) All your boys play together ?—Yes ; in the common playground.

7596. (*Dr. Storrar.*) You have, I presume, a fair number of the children of dissenters at your school ?—Yes ; I think I do not get as many as I should were it not for the dissenting feeling in the matter. It is imaginary ; I believe they think I shall make them into Church people.

7597. (*Lord Taunton.*) Are there not two dissenting schools in your town ?—There is a Wesleyan school, which takes the majority of those who would rather be at any nonconformist school than a Church school. There is a large British school as well.

7598. (*Dr. Storrar.*) From one of your former answers it seemed that you had been very considerate of the feelings of dissenters ?—I think I have.

7599. Yet that fact does not seem to protect you against the suspicion of exerting an influence over them ?—No, not altogether. I think it is supposed that a man can teach the Church catechism out of the Bible as well as out of the Prayer Book. The first dissenter that I had, or who was prominently so, wrote me a letter like a church-rate martyr, saying it was his misfortune to be a dissenter, which, however, he evidently did not think was a misfortune. He asked whether I made every boy into a churchman ? I called on the man and had a little talk with him ; and he sent his son. That was in my first year. Of course my opinions are known to be uncompromising on Church subjects.

7600. Have you any considerable number of Roman Catholics in Chesterfield ?— Among the poor and among the Irish.

7601. How are they educated ?—They have a school, I believe, connected with their place of worship, but it is quite among the lower classes. I know scarcely a single person among them of any rank in life that would be likely to come to me.

7602. Have you ever had the son of Roman Catholic parents to

Rev. F. Calder. M.A.

21st June 1865.

educate ?—I have had several of them at Birmingham school, but I have had only one at Chesterfield.

7603. (*Rev. A. W. Thorold.*) I understood you to say that the trustees nominate the foundation boys ?—They do; they often virtually leave it to me.

7604. Have they any rules or principles to guide them irrespective of that of poverty ?—I do not think they have.

7605. Has it ever occurred to you that it might be a good plan to have a competition examination for foundation boys ?—Provided you still keep it to boys of moderate means, I should prefer it.

7606. Do you think it would be possible to carry that out ?—Yes.

7607. And it would work well ?—I think it would.

7608. (*Lord Taunton.*) Is there any particular point in the instruction given in your school which you are desirous of stating to the Commission ?—Yes ; it is that I make the lessons as wide as possible in the teaching of English. In history and geography I should bring in political economy as much as possible, a little elementary modern politics, and all the information that a boy might be likely to need as to the laws of supply and demand, and things of that kind which I think are so important in the present day. In geography I should teach a boy such a thing as the laws of exchange ; how it is that a country like this can conduct such an enormous trade with a very small amount of bullion ; and I should bring in all subjects of that kind which I think would be useful in after-life.

7609. By politics I presume you do not mean the party politics of the hour ?—Excepting that I like the boys to know who is who, and what principles such and such persons are supposed to advocate, either in finance, Church matters, or such things.

7610. (*Dr. Storrar.*) I presume you have had your mind directed to the system advocated by Mr. William Ellis, of instruction in social science ?—No ; I have not.

7611. So that you have adopted your plan rather upon your own impressions than upon mere imitation ?—Quite so. When a history lesson is diverted into a subject of that kind, I have sometimes suspended the history lesson for the purpose of going off upon any topic which I thought very serviceable. Another favourite subject is astronomy. The extent to which boys can be made to comprehend such subjects I think is under-estimated. There are one or two boys who could give you a rational account, not only of such a thing as the seasons, but the precession of the equinoxes. One boy not more than half a year ago put to me a most sensible question on that subject. I am quite sure had I learnt those things when I was at school it would have made an infinite difference to me in my studies at the university. In my second and third years at the university I was learning principles which I ought to have known at 15 or 16. Especially in the teaching of arithmetic, mathematics, and the elements of natural philosophy, I insist most strongly upon a knowledge of principles. I do not think any time is lost which is spent in teaching them.

7612. (*Lord Lyttelton.*) Have you anything to say with reference to punishments ?—The impossibility of ensuring regularity and punctuality in consequence of my being so dependent on the fees of the parents renders it very difficult for me to punish in that judicious manner which I think desirable.

7613. (*Lord Taunton.*) It has been stated by some witnesses that it would be desirable to have a system of certificates, which schoolmasters should either be invited or compelled to have before they were allowed to teach ?—In the same manner as the College of Preceptors ?

7614. Yes. Do you believe that anything could be done in that

direction which would be useful ?—I think, so far as the supplementing of a degree by a certificate of ability to teach is concerned, it would be desirable. Some persons are totally incapacitated to teach, though full of information themselves.

7615. (*Lord Lyttelton.*) By what process would you give a trustworthy certificate of the ability to teach ?—I would imitate to some extent the principle upon which the pupil-teachers obtain their certificates from the Committee of Council, by compelling actual teaching before an inspector.

7616. (*Mr. Acland.*) Do you think that anything of a middle-class training school would be desirable ?—You could not send all men there.

7617. I do not say that they should all go, but do you think it desirable that there should be training schools, the object of which should be to qualify men to teach the middle and upper classes ?—I do not attach very much importance to that.

7618. How would you provide for their getting that practical experience by which you would test their power to teach ?—It would be best obtained by the fact of trustees rewarding those who have it. Men are not paid for it now.

7619. (*Lord Taunton.*) Do you think it would be desirable that there should be any system of inspection, either optional or compulsory, upon all schools, or offered to all schools if they choose to accept it ?—I think it is a very important question indeed. I would have it compulsory.

7620. Upon all schools ?—Upon all schools.

7621. (*Lord Lyttelton.*) Upon private schools and others ?—Upon private schools as well, but especially on schools which are responsible to the public for their endowments.

7622. (*Lord Taunton.*) With regard to endowed schools, do you think the public would have a special right to enforce it, in as much as they receive public money ?—Quite so.

7623. (*Mr. Acland.*) Would you go so far as to say that no man should be allowed to open a private school unless he was prepared to admit an inspector ?—I would.

7624. In what hands would you place that authority to inspect ; in the hands of the Government, or in the hands of the universities, or in the hands of any other body ?—As I have said in my written answers, I would place it in your hands. I would have the inspectors and examiners appointed by a commission like this, who should for such practical purposes be permanent.

7625. What are the qualifications which you think necessary for the constitution of such a board and for the examiners to be appointed by them ?—I would have, as I said, a board constituted like this, not subject, of course, to the will of the minister of the day. I would have the examiners mostly taken from the university, but not necessarily ; men who had had at least five years' experience in endowed schools of the same class as those they were about to inspect, and who had shown themselves capable of conducting a comprehensive examination, and not men of one idea alone. I mean men, for instance, who could examine in classics and mathematics, who could inspect a French class and a drawing class, who would appreciate the knowledge of history, geography, and English in all its branches, and who should generally be willing to appreciate anything that an earnest master thought it desirable to teach.

Rev. F. Calder, M.A.

21st June 1865.

APPENDIX.

I should be glad to add to my evidence the following remarks.

I presume that one of the more important parts of the duty prescribed to the Schools' Inquiry Commission is to ascertain how far the existing Grammar Schools have been, or can be made available for educating the great bulk of the middle classes in the country; and wherever any important success has been obtained, to learn in what way it has been accomplished.

To assist the Commissioners herein, I venture to bring forward some points of my experience which did not come out in my evidence.

1. As to the class of boys in my school. There have been always three classes of boys; (1) those who are designed for the University or other professional life; (2) those—and by far the most numerous—who are intended for commercial life; (3) those on the foundation, who generally are not expected to occupy a higher position than that of clerks, or small tradesmen, or superior artizans. Thus every class of society to be found in an ordinary town is provided for; and I believe no boy in the town or neighbourhood need go out of it for instruction, unless the parent prefers that his son should be educated from home. There is no sharp line of demarcation between the above three classes; but at the limits of each they merge into one another.

2. With the very moderate endowment of 140*l.* per annum, a house and four acres of land, together with 20*l.* derived from the foundation boys, and fees not exceeding 6*l.* per annum, we support three masters, and have 97 boys, divided into a classical and a commercial department. We have also a master for French and drawing, the fee for each of these branches being only 30*s.* per annum. Of the above 97 boys, nearly 90 come from the town or immediate neighbourhood, showing such a per-centage of the population as I believe can hardly be found in any other place.

3. Speaking from more than 18 years' experience, I can say that out of some hundreds of boys educated here, there has very rarely been a case a of pupil removed from the school in consequence of any dissatisfaction with his progress; and from my recollection of the boys who have here completed their education, I can testify that almost all have gone into the world as well equipped for their future work as their abilities admitted of. The very few cases of real failure that I have observed have been due to frequent ill-health, occasionally to the interference of over-indulgent parents, or to hopeless incapacity. Some few have been examples of incorrigible idleness, which I believe could have been overcome by no other means than an amount of corporal punishment which public opinion does not now sanction, and to which I am entirely averse as a common punishment.

4. As to the classical standard, though verse composition is generally confined to the few boys who are designed for the University, yet the higher boys have generally been able to attain a creditable acquaintance with Latin and Greek, so far as to read Cicero and Horace, with Xenophon and a Greek play, and to include Latin prose composition and a little Greek prose. At the same time they have been very well instructed in English history and modern geography, English composition, arithmetic, book-keeping, mathematics, and Scripture, as well as in the elements of various branches of natural philosophy, as mechanics, optics, astronomy, chemistry. To these are mostly added French and drawing, to which are given not less than from seven to eight hours per week in school. The higher classical boys also read ancient geography and Grecian and Roman history.

I will now mention one or two peculiarities in our method of instruction, by which we have succeeded in bringing about what I consider such satisfactory results.

I have already mentioned in my evidence the separate classification which we maintain for different subjects, as classics, mathematics, divinity, French. And I here again name it, because I consider that it is in some measure owing to this arrangement, that so much fewer boys are found with us than is commonly the case, who are spending their time unsatis-

factorily, and taking little or no interest in their work. The fact that a boy's dulness or inaptitude in one subject does not depress him in any other part of his work, encourages to diligence many a boy who would otherwise, through lack of one talent, have found himself almost debarred from any success in the school.

The variety of subjects brought before the boys, though not without the risk of encouraging superficial knowledge, has, I think, more than counterbalancing advantages, in that it relieves the monotony of work, cultivates a great variety of powers even in the same individual, and elicits a larger amount of industry and ability from a given number of boys of average intellect than would be obtained from the same boys with a more restricted curriculum.

The boys, though of course classed primarily according to the classical standard, are arranged in fewer classes when engaged in English work, wherein boys of various attainments and powers can more easily be taught together than would be possible in imparting classical instruction. For example, I have five classes in the classical school, the second and fourth each having two divisions, so that these five classes must generally be heard in seven divisions when being taught classics. But they are arranged in only three divisions when English history or modern geography is being taught. But since the first class, which upon this plan coalesces with the second, is supposed to contain boys of greater ability and attainments than the second, I give to the former twice as much work as to the latter, and hear it only every other time, giving a lesson in ancient history or geography, instead of the alternate English lesson. This economises my time, gives an opportunity for re-hearing the previous English lesson in the second class, and introduces that class to the more difficult questions which I consider suitable for the first class.

In my answer to question 7608, I allude to the mode in which I conduct lessons in history and geography. I wish to add that I do not deviate from the beaten track of the specified lesson, except in cases where the leading facts have become tolerably familiar to the bulk of the class. But when this is the case, I think the interest of the subject is very much varied by taking up some new topic, such as the literature of the period, the discoveries in science, the lives of the principal men of the reign, the progress of commerce, and the great political and social questions of the time. I thus contrive to give a great deal of information upon topics which a youth will rarely have an equally good opportunity of learning.

In teaching Latin composition, I practise re-translation very freely; and as it takes much time to read out a long passage, from which I intend to select a shorter one as the exercise of the day, to point out difficulties and idioms, and to elicit the boys' questions upon them, I contrive to keep three classes of various degrees of attainment employed at the same time, as follows:—Suppose the passage chosen for re-translation consists of 15 lines; I give out the first five lines to all the three classes, and I give the uninflected Latin of every word in the right order. The second five lines are given to the first and second class, and the more difficult Latin words only are supplied. Lastly, the third five lines are given only to the first class, and no Latin, or very little, is supplied. Thus, not only is each class provided with some work suitable to its standard of attainment, but if there are any boys in the first and second classes, as is usually the case in all schools, somewhat lower than the general average of their class, they have the great advantage of learning something from the easier parts of the lesson, when the higher portion might perhaps be of slender service to them. Other exercises are given from text-books, and in almost all cases each exercise is marked by me, a correct version read over in class, the faulty exercises corrected or re-written, according to the number of errors contained, and again the correct version is read over in the class. Various phrases and idioms, and examples illustrating the use of the subjunctive mood, &c., are from time to time dictated to the boys, and they are required to enter them in a note book kept for that and similar purposes.

Great attention is paid to English composition. English parsing is cultivated, and boys who learn Latin and French are encouraged to mark

Rev. F. Calder, M.A.
21st June 1865.

similarities or varieties of idiom in the three languages. Derivations of words from the above languages are frequently noted, as well as those from Greek, in the presence of boys who learn Greek. Various kinds of dictation are employed. Young boys are first set to copy a passage from a printed book. Afterwards they have dictations given out in the usual manner, and when they have learnt to do these fairly, they are taught to write the substance of a short passage which has been read to them twice, sometimes with the help of brief notes supplied, sometimes without any help. At other times a fact in history, or an event of ordinary news, is mentioned to them, and they are directed to write a statement of it in such a manner as would be proper for a newspaper paragraph. Now and then matter is given which would form a resolution at a public meeting. At other times words are given which they are required to introduce into a sentence, the matter of the sentence being entirely at their own discretion. And I may add that several of my pupils have highly appreciated such training, and have in after life shown themselves very successful as writers.

In teaching mathematics, I make very great use of the black board; and I endeavour to show how the processes of algebra and arithmetic are in many cases the same, especially in the treatment of fractions, and how the same propositions can be proved geometrically and algebraically, as in Euclid, Book II. In teaching Euclid, I spend much time in thoroughly explaining every definition and all the earlier propositions; and when a fair amount of progress has been made in geometry, I endeavour to analyse some of the problems, and show the process of reasoning whereby the discoverer must have arrived at the solution. A very good example of this is to be found in Euclid, II, 11. The value of a simple infinite series or of a surd is shown to be capable of being represented geometrically. And generally, illustrations are brought in every possible way to bear upon the subjects in hand, so that the principles and their application may be thoroughly appreciated, and indelibly impressed upon the minds of the learners. And the more effectually to secure this result, the boys are encouraged to ask for explanations, and throughout all their work to allow nothing to go unsolved which it is possible for them to comprehend.

Our system of marking is, I think, a great security against the shirking of due preparation of lessons. In hearing an ordinary classical lesson, if the class is too large to admit of every boy being put on to construe, yet the interest is sustained by each being called upon in turn to correct any errors that may be made by the boy who is construing, and to answer any questions which may arise; and as each boy is marked for the quality of his translation, upon a standard varying from 12 to 20 according to the difficulty of the author, and he has opportunities of gaining marks by answering questions as mentioned above, no boy can escape being in some way called upon during every lesson. And if a boy happens to have a very difficult passage, for which he can hardly gain a good mark, he can make up for it by good answering during the rest of the lesson. The master can thus detect careless preparation, and his memory is not taxed to remember the merits of each boy as displayed during the whole lesson, and to register it at the close. If all the boys have not been put on, the marks given to those who have, are registered by themselves, and at the expiration of several similar lessons, the marks so gained are collected, an average mark being given to those who have been put on fewer times than the rest. Very frequently also, in order that each boy may have a passage to construe, and may be compelled to exert himself to produce a good version of his lesson, a half or a third of the whole passage is given to every boy to be translated on paper without assistance, and it is then either read out in the class by each boy and corrected and marked, or it is marked by the master and returned to the boy.

In hearing lessons in history, geography, and natural philosophy, a single mark is given to a boy for every correct answer, half a mark where an answer is not quite correct, but deserving of some notice. And as the marks obtained from the classical lessons would generally overpower those obtained from the English subjects, these latter are multiplied by two, and sometimes even by four, in order that they may have a fair

weight in the total. If a lesson in natural philosophy has been unusually difficult, or many questions have not been asked, because much time has been taken up by direct teaching, the few marks obtained are multiplied by a higher multiplier, as six or eight.

At the close of the half-year, the marks given in the examination are made to tell to the extent of half of those obtained in the half-year. Thus, if the highest boy in any class had obtained 1,000 marks in the half-year, and in the examination the best boy in the same class obtained 50 marks, all the examination marks in the class would be multiplied by 10, so that the 50 might become 500.

I may add that the marks obtained in every subject are at all times open to the inspection of the boys, and if any boy is in doubt about the justice or accuracy of his marks, he is quite at liberty to mention his doubts to the master, provided the complaint is made respectfully. Cheating of every kind, and the using of cribs are discountenanced in every possible way; any boy detected in such practices is severely punished. Promotion takes place generally every half-year, according to the result of the previous half-year's work; occasionally boys who are rather low in their class are put up, where experience shows that they cannot be expected to take a high position in any class.

In marking for mathematics and arithmetic, marks are not generally given for work done during the ordinary lesson, but written examinations are held every two or three weeks, as well as *vivâ voce* examinations on the principles; these together determine the position of each boy half-yearly. Where Euclid and algebra are learnt, as well as arithmetic, an equal weight is assigned to each of these three subjects; but in the class list it is indicated what position each boy would hold if classed by mathematics alone. However advanced in mathematics a boy may be, he has always to pass the periodical arithmetical examinations. Marks are given thrice a week for writing, except to the highest classical class, and added to those for the general work; they are also frequently given, though not often in the higher classes, for the writing of exercises and dictations, in order to guard against carelessness in the production of such work. A prize is given annually for the best writing, which no boy may obtain more than once; another prize is given for the greatest improvement in writing. Three prizes are also given in different classes for the best reading.

Repetition is but sparingly used. The first and second classes learn English repetition, alternately prose and poetry; and the first class learn Latin repetition, though an exception is made in any case where I think a particular boy's time may be employed to greater advantage on some subject wherein he is deficient. But I may remark that those boys generally do the best who take the whole school work as mapped out for them; and where a boy gives extra time to some subject, as arithmetic, because he does not learn French or drawing (unless such deviation is recommended by the master), he seldom makes a good use of such extra time, but is more commonly found to exhibit a tendency to fall into desultory habits.

In conclusion, I may add that I think the Grammar Schools of England may be made to educate the entire middle class of the country; and that if good masters, combining energy, teaching power, and common sense, as well as high scholastic attainments, be made choice of and adequately remunerated, there is scarcely an endowed school in the kingdom that might not be made to do double or treble the work now done; and it might come to be a rare event to find any parent preferring to send his son to any other than a grammar school, or ever having it in his power to say that the youth had brought away, at the close of his scholastic life in a grammar school, either a less wide or deep and satisfactory education than could have been obtained from any other school, or that he had not been able, through some defect in his education, to take the place in society to which his intellect and other advantages justly entitled him.

F. Calder.

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

JAMES TEMPLETON, Esq., M.A., F.G.S., called in and examined.

7626. (*Lord Taunton.*) You are a Master of Arts of the University of Aberdeen?—I am.

7627. You are now, I believe, head master and proprietor of a school which goes by the name of Mansion House School, St. David's Hill, Exeter?—I am.

7628. How long have you held that situation?—I have been head master of an independent school for 22 or 23 years. I was in partnership with another gentleman for about five years before, and I was an assistant master for five or six years; in fact, I may say I have been engaged in education for between 30 and 40 years.

7629. Yours is strictly a private school?—Yes.

7630. It is altogether your own property and conducted by yourself?—Yes.

7631. Did you found it, or did you find it in existence?—I founded it. I was in partnership up to about 22 years ago, when I married and separated from the partner I then was with. The school was entirely my own foundation; in fact, I started it, I think, with a single boarder.

7632. It is both a boarding and a day school?—Yes.

7633. What number of boarders are there in your school?—I had between 40 and 50 last year.

7634. How many day scholars?—About the same number.

7635. Have you room for more boarders?—No; that is as many as I care to take; I had more when my children were younger. About 44 or 45 are as many boarders as I care for now.

7636. Your boarders are all in one building and under your own eye?—Yes.

7637. There is no endowment of any kind, I presume?—None whatever.

7638. Will you allow me to ask what expense a boarder incurs in your school?—My terms are 35 guineas a year for boarders under 12 years of age, 40 guineas over 12 years; if they join the school after 15, they are 50 guineas. There are charges for washing and for seat in church, &c., altogether amounting to about 4*l.* or 5*l.* more, added to the above terms.

7639. What is the total?—I should say the total for the lowest class would be 40 guineas a year, and 5 guineas more for those between 12 and 14. If they join me after they are 15, they pay about 55*l.* or 60*l.* a year.

7640. What is the expense to a day scholar?—Six guineas under 10 years of age, eight guineas after 10; if they join the school after 15, 10 guineas. I was a good deal crowded with big boys from the country, who wished to come to me for a twelvemonth, and I found it very desirable in order to take care that I had a class of boys I should like above that age, to put on an extra charge, if they came to my school after 15.

7641. I presume the instruction given both to boarders and day scholars is exactly the same?—Precisely the same; they all work together.

7642. Do the sums you have mentioned include all the extra subjects that are taught to the boys?—They include classics, French, and mathematics. The only extra charges in the school are a guinea a half year for drawing, which is conducted by a School of Art master, and a small sum for drilling, 10*s.* 6*d.* a year, which the boarders pay, but that is included in the 5*l.* which I added to the charge for boarders.

7643. Do your boarders generally come from the neighbourhood or

from a distance ?—Mostly from Devonshire, Cornwall, and Somerset ; I have a few from a distance.

7644. Speaking generally, from what rank of society do these boys come ?—Several of my boarders are the sons of professional men, clergymen in the country, and surgeons, and a large number are the sons of the better class of farmers and good tradesmen in the country towns.

7645. Do any considerable number of your pupils go to the two universities afterwards ?—A few do. If I have a boy of promise of 15 or 16, I recommend him to go to some of the great public schools for a couple of years, and to the university afterwards. There are two at the present moment at Cambridge, and two or three will go soon.

7646. Are the day scholars generally speaking of the same class of life as the boarders ?—Entirely ; they are the sons of the principal tradesmen and of professional men in Exeter and the neighbourhood. Some few come from a greater distance. Farmers' sons come three or four miles as day scholars.

7647. Your school is all one school ; there is no higher and lower school ?—All one school.

7648. What is the course of instruction given in your school ?—If a boy come to me early enough in life, the basis upon which I should like to ground his education—after instructing him in English, and taking care that he spells well to dictation, and has learnt the necessary branches of education—is Latin. Several who come too late in life to make that available take mathematics. I hope to be able to get them through three or four books of Euclid and algebra by the time they leave me, and well grounded in the English department.

7649. As I understand, if a boy comes sufficiently young, whatever his destination may be, you always think it advisable to teach him the elements of the Latin language ?—Decidedly.

7650. Do you do that from thinking that a more advanced study of Latin is in that class of life desirable, generally speaking, or as the means of founding upon it a more accurate knowledge of English ?—First of all, if I have a boy who is to be a sufficient time with me, say three or four years, I think within that time he would acquire a sufficient knowledge of Latin to make it very useful to him as a language. If an intelligent youth come to me at 13 years of age, who will be with me only for a couple of years, I should then adopt rather a different system of teaching him Latin. The younger boy I should endeavour to teach accurately. I should endeavour to get the second through his irregular verbs, and immediately after that I would get him to translate some easy book, such as Eutropius, and by and by Cæsar. I think that such a course of Latin for two years would be most useful to him with regard to his own language, and an intelligent boy could master as much Latin as would be of very great service to him in after-life.

7651. Is it your system generally to vary the instruction according to the particular boy with reference to the age at which he has come, and with reference to his intelligence and future prospects ?—If a boy come very young to my school, I should like to begin with him at the beginning, and work him through the lower classes in Latin. If an intelligent lad come to me from the country at 13 or 14, within the first six months I should endeavour to get him through a sufficient amount of the Latin grammar to understand the verbs and the inflections and the primary and fundamental rules of syntax, then I should put him into such a class as Eutropius or Cæsar, where he would have the power of translating partly for the advantage the Latin would be to

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

him through life, but in a great measure to give him a command of language, which I think more easily to be done through such a medium than by any course of pure English instruction.

7652. How do you deal with Greek?—If I have boys that are going to the university or into professions requiring Greek, I teach them Greek. Thus, up to last Christmas I had three or four boys reading Sophocles and Herodotus, and doing it very fairly. They went away from me last Christmas to go into professions, one probably to the university.

7653. You do not attach the same importance to Greek as to Latin probably with regard to the education of boys?—We cannot teach it for such a length of time. As far as the language goes, I think it is at all events as great a language as Latin, but we have not the time. I never force a lad to learn Greek except his parents are desirous that he should do so, because he is going to the university, or into some learned profession.

7654. Do any considerable proportion of your boys go to the universities?—I have two pupils now at the university, and two or three are going.

7655. What are the other subjects taught in your school?—Mathematics we make a great point of.

7656. How far do you go?—Euclid, algebra, and trigonometry. Some of them have read a certain amount of mechanics and conics. My boys have always done very well in mathematics whenever they have gone to public schools.

7657. (*Mr. Acland.*) Some of your boys, I think, have been highly distinguished in mathematics?—They have. One of the most eminent young men at the University of Cambridge at the present moment was a pupil of mine, and is of considerable reputation already, in mathematics.

7658. (*Lord Taunton.*) Are you personally the instructor in mathematics?—I am; and I have a very able master under me, who has been with me many years, who intends to graduate at Dublin; he is a very good mathematician, and most excellent master in other subjects.

7659. (*Mr. Acland.*) Was not the boy of whom you spoke rather brought to the front by the local examinations?—Entirely.

7660. (*Lord Taunton.*) With respect to the physical sciences, do you attach importance to giving instruction to boys in the school in that branch of knowledge?—My own opinion of that is, that after the necessary branches of education are learnt, any higher branch can be made available for the training of a youth. Many teachers do make a great deal of physical science. I should very much like to do so myself if I could, but I am not a chemist. I know a little of geology and have a good museum. Several of my boys have taken an interest in that. With regard to the physical sciences, we hope we may have in Exeter—there is the germ of it—the South Kensington classes. I am happy to say, at the last examination four of my pupils were examined by the papers sent down by the South Kensington people. I have not the convenience of teaching physical science by museum and laboratory even if I had the knowledge; but I think it would be very important in a place like Exeter that we should have some general centre where lads who had a taste for the physical sciences, and who were sufficiently instructed in the absolutely necessary branches of education, could go and acquire a taste for science. The requirements as to those subjects depend a great deal on the occupation of the parents and the future destiny of the pupils, but there is a growing desire for them.

7661. With regard to modern languages, French and German?—French I have regularly taught; it is part of the education of my school.

7662. You mean you oblige every boy to learn French?—I give every boy the opportunity.

7663. (*Lord Lyttelton.*) You do not compel them?—I do not.

7664. Do they all learn it?—Out of 90 pupils, last year 60 learnt it.

7665. (*Mr. Acland.*) I think you find some difficulty in bringing the boys up to the required standard in French?—We did at first. with regard to the Cambridge and other examinations. They do a great deal better now.

7666. (*Lord Taunton.*) Do any learn German?—There are some in the school who learn it, but not as my pupils; they belong to the Jewish persuasion, and they learn on their own account.

7667. With respect to the feeling of parents as to these different branches of instruction, which are the branches to which you find the parents attach the most importance that their children should be instructed in?—I think my school has some little reputation in the county, and a very large number of the parents leave it to me, and say, "We leave the boy entirely in your hands." A very considerable number will say, "We want nothing great for our son, he has no time to do it." They want what they call "a sound practical education." When I hear those words, I understand them to mean that they are not to be taught Latin or Greek. They do attach some importance to French. Sometimes they will even object to mathematics; they are afraid to force the boy, they will say. There is a good deal of this feeling, and it is, I am sorry to say, sometimes fostered by medical men.

7668. (*Lord Lyttelton.*) You think that is rather an exaggerated feeling?—Decidedly so.

7669. (*Lord Taunton.*) If you take away the Greek and Latin, and if you take away mathematics, and do not teach much physical science, what is there left?—If a boy come to me at 11 or 12 years of age, I should endeavour to overcome the prejudice against learning Latin and mathematics; in ordinary cases I should insist upon doing so; but if a youth come to me at 13 or 14, and I have such from all parts of the country, and his parents say that they do not wish him to learn classics or French, I should take care first that he learnt to spell well to dictation. Farmers are generally very anxious that their sons should learn land surveying; so we teach them that and a little practical geometry. We do a great deal by dictation with our lower classes; but we find that a boy well instructed in Latin, and accustomed to write out translations from Latin, requires to be taught very little spelling by dictation. We also teach the purely English boys the derivation of words from such a book as "Sullivan's Spelling Superseded," and they learn English grammar and the modern system of analysis. I put into their hands some simple poem, such as Goldsmith's "Traveller," or "Deserted Village," and make them read, parse, and analyse it, and then I try to instil into them some feeling for poetry Of course, side by side with that they have a great deal of arithmetical instruction. They assemble round the black board, and are set difficult questions in arithmetic. They learn history and geography, and draw many outline maps. So that really we may employ very valuably the time of a country youth coming to us for 18 months or two years.

7670. (*Lord Lyttelton.*) Would a boy of that kind leave you at about the age of 16?—From 15 to 16 is about the age at which they leave me.

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

7671. Generally how far do you teach modern history?—It is difficult to say how far.

7672. (*Mr. Acland.*) Do you find that in the course of the one or two years that these boys are allowed to stay with you for this sort of finishing education you can produce some tangible and real results by the course you have just described?—Most decidedly. I believe you may have a boy come to you ignorant in many of these things, and that you may send him away with a taste for a certain amount of English literature which will be most valuable to him for the rest of his life.

7673. Do you find an increasing appreciation of that sort of improvement amongst the farmers' sons now?—I think so.

7674. (*Lord Taunton.*) In order to do this I suppose it is essential that a master should have an absolute discretion of directing the studies of each boy in the way he thinks best; that he should not be tied down to any system?—I think parents would be wise in sending their sons to you with sufficient confidence that you would direct their education in the proper line.

7675. It would not do for the board of trustees to lay down a cast-iron rule?—No; I think much should be left to the discretion of the master.

7676. How do you manage to give religious instruction?—The religious instruction is one of the great difficulties of a school. I am the son of a Scottish clergyman, and have always attached great importance to that instruction. Of course we have prayers every morning in the school.

7677. (*Lord Lyttelton.*) Are they from the Liturgy?—No; I use three or four prayer-books for variety. Two of the sets are the late Bishop of London's prayer-books, published by the "Christian Knowledge Society," and another small book, called "The Tent and the Altar."

7678. They are Church prayer-books?—Decidedly.

7679. (*Lord Taunton.*) Are you yourself a member of the Church of England?—I am.

7680. You are not a clergyman?—I am not.

7681. (*Mr. Acland.*) You were not brought up as a member of the Church of England?—No; but I have been one since I came to England in 1831.

7682. (*Lord Lyttelton.*) What do you do after prayers?—In my school in the morning the boarders are alone and the prayers are with them alone. At nine o'clock all the school is present. The whole school is divided into four classes; myself and the three resident masters each have a class up for a quarter of an hour or twenty minutes to read the Scriptures. I have had one or two boys of the Jewish persuasion, day pupils; they generally come to any class that is reading the Old Testament; there is not the slightest objection ever made to that. In the evening again the boarders all assemble with my own family and household, I read a chapter of the Scriptures to them, and have prayers again before going to bed. There are generally three masters present, two assistant masters and myself. After the boys retire, the bed-rooms are expected to be kept quiet until every boy has had an opportunity of saying his prayers.

7683. (*Lord Taunton.*) When the Scriptures are read to the boys, is any commentary made to them as it goes on, or is it simply read to them?—They are simply read. The more special instruction upon religion I devote to the Sunday. On Sunday my boys come into school at half-past seven in the morning. Each boy first says the collect for the Sunday; the elder boys then sit down and read Pinnock's

Digest and prepare lessons for themselves. The other classes have some fixed lesson from Watts' Scripture History, or some such book. They all learn in classes. Then we have prayers and breakfast. After that we go to church twice a day. I always make a point of going to church with my pupils. Between dinner and the afternoon service the boarders generally come up into my drawing room, where a member of my family leads them in singing hymns. It is an agreeable break in the day, and it hinders the boys from hanging about and doing a great deal of mischief, which, when they are not allowed to play, they are apt to do. My object is to employ them agreeably. They go to church in the afternoon; after that they have a good country walk, in which I generally accompany them. I invariably spend the whole of the evening from seven o'clock to half-past eight with my boarders. We then read the Scriptures, with comments upon them. The boys say the catechism, or read the liturgy of the Church of England, with explanations. Then, I may say, is the time that I give doctrinal information, when I am *in loco parentis*, and when they are taught the doctrines of Scripture and of the Church of England.

7684. (*Lord Lyttelton.*) Does this Sunday work apply to the day boys?—The day boys may come; I allow any to come that please.

7685. Do they come?—I have several that do come, especially those preparing for examinations.

7686. (*Lord Taunton.*) Have you any sons of dissenting parents at your school?—A good many.

7687. Do you make it obligatory upon them to attend the teaching of the Church catechism?—They all attend church. There are some instances when a parent will say, "I do not wish my son to be "taught the Church catechism." Then he will go to his seat whilst that is being said, and learn some other catechism. There is a very nice one called "Lloyd's Scripture Catechism," a collection of texts on various doctrinal matters, which all Protestants are agreed upon, and which he would learn. The number of those who object is very few. I do not think there are above three or four out of between 40 and 50 boarders, who do not learn the Church catechism.

7688. But do you not think that this variety produces either an irreligious or a polemical tone in the boys?—Never.

7689. (*Lord Lyttelton.*) You do not require them all to learn the formularies, but you do require them all to go to church?—Yes.

7690. Have you ever any objection from the parents to their going to church?—During my experience I have had one or two instances (but so few, that I can hardly recollect the time,) of parents who have friends in Exeter, and who have said, "My boy will go to such a friend and accompany him to chapel." I remember one instance of a Roman Catholic coming to my school. Of course I allowed him to go to the Roman Catholic chapel, but I never allowed him to absent himself from the reading of the Scriptures or prayers. The parents quite understood that. I saw the Roman Catholic priest about him, and heard of his religious instruction from him from time to time; I think I should decline having a Roman Catholic again in my house.

7691. Do you prepare them for confirmation?—Our clergyman is most conscientious in that way; he comes to the house. Of course I prepare them generally, but he points out what they are to read. I rather leave it to his instruction, in order that they should go to him with their own feelings, than that I should create them.

7692. He takes them as members of his parish?—Yes, before confirmation he comes to the school five or six times.

7693. They do go from your school to confirmation?—Yes.

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

7694. (*Lord Taunton.*) Do you send up your boys to the local examinations?—Yes.

7695. Do you send them up in classes, or what?—In classes; from the first I have been the advocate of that both publicly and privately. I thought if picked boys only went in, it would be a mischief in my school rather than a benefit. I have always sent up my pupils in classes.

7696. You think that very important?—I think it is most important. I think it has done the greatest possible benefit.

7697. Do you send up the whole of your upper class?—I did last half year. For instance, I sent in all my first class as senior candidates.

7698. How many passed?—The result of the last Oxford examination is not yet known,* but on the whole since these university local examinations were established, I believe I have passed more candidates than any other schoolmaster in England. 171 certificates from the two universities have come into my school, and I have on three or four occasions passed the highest number of candidates of any schoolmaster in the kingdom. At Christmas last 27 boys in all, seniors and juniors, were entered by me for the Cambridge examination; two were unable to attend through sickness; of the 25 left, 21 passed, several of them in the highest honours.

7699. About how many boys does your upper class consist of?—Last half year my upper class consisted of seven, all of whom went in as seniors to the Oxford examination.

7700. Do you think that the opposite system of sending up picked boys is likely to produce a prejudicial effect upon schools?—If a master would be so dishonest as to devote most of his time to the preparation of any one or two picked boys, I should say it would be prejudicial to the school generally; but if a small school sends in two or three from any class to the examination, I think that by no means prejudicial; it does good to the whole school.

7701. You think there is, on the one hand, a temptation to devote too much time to the clever boys, to the neglect of the others, but that there is, on the other hand, the general improvement which is effected in the school by the boys being educated in an excellent manner for a particular purpose?—Yes, by coming in contact with the university mind, which in some measure they do from these examinations. The papers set come back to the school and circulate through the whole school. I have seen the greatest possible good result from that. My attention has been a good deal directed to these matters.

7702. I presume, from what you have said, you believe the effect of these local examinations to have been very beneficial?—Most beneficial.

7703. Can you suggest any mode by which you think they could be still more useful than at present?—I think the more you multiply the centres the more accessible you make them. Last Christmas we had in Devonshire alone five centres for the University of Cambridge examination.

7704. Do you think it would be of consequence to reduce the rate of fees payable upon these examinations?—That can hardly be done, but the chief expense is in boys going to the place of examination and being supported whilst there.

7705. You think it would be more important to multiply the centres,

* Since this answer was given the Oxford list has appeared. All the senior boys of the first-class passed, six of them obtaining honours.

so as to bring them near the schools, rather than to reduce the fees ?—I think so ; I do not think that you can well reduce the fee. It is 30*s.* for the senior candidates at Oxford, and 20*s.* for the junior candidates. It is 20*s.* for both senior and junior candidates at Cambridge. I do not think the examination could be made self-paying without that.

7706. You are probably aware that the University of Cambridge has taken steps to offer to schools a system of inspection ?—Yes, I am quite aware of that ; I do not think that that has spread much ; I have never yet seen any school venturing to publish the report which the Cambridge University has made on the school. In fact, I have reason to believe that the open competition which is made by schools and pupils being brought together is more beneficial. I can easily understand that such examinations would be very valuable in an endowed school, where the trustees wish to get a notion of how the school is being conducted by the master ; but, for instance, in my own school, I am alive to the deficiencies of it. I do not think any inspector coming to my school could teach me much that I do not know already.

7707. I believe it is only yet quite in its beginning ?—It is, but I do not think it spreads.

7708. You do not think it is likely to be very beneficial ?—I do not think so.

7709. Irrespective of your own school, do you not imagine that there may be a good many schools in the country possessed of a reputation which they do not quite deserve, and which a system of inspection of this sort might be the means either of improving or of showing the public that they do not deserve the countenance which is now given to them ?—I can easily understand that with regard to the higher middle-class schools, where the education is purely classical, and where the pupil from his earliest boyhood has been brought up in that line of training ; to such schools inspection might do good, and could well test the education given in the school. I can easily understand again, that with regard to National schools, or those immediately allied to National schools, where the branches of education are confined to what those schools are compelled to teach, examination and inspection are most valuable and most necessary ; but with regard to the large body of schools between those two, where the pupils come at such various ages, some only for a short time, inspection would not show which boys have really benefited most by the instruction they have received. With regard to those schools, unless you had an inspector who knew all the branches which were taught in them, and unless he came and stood by the side of the master, and stayed there several days, and really saw what he did and what he could do, and then afterwards himself examined, I think any examination or inspection conducted upon one uniform principle would fail to prove satisfactory.

7710. I think you said that you thought in the case of grammar schools and endowed schools inspection would be a very useful thing ; why do you draw the distinction between endowed and other schools ?—Because in those schools, as hitherto constituted, the nature of the education has been pretty well uniform ; and, again, if any school is endowed by the country, the country has a right to know what that school is doing, and to publish it to the world. If an inspection is to do any good, it should reveal and enlarge upon those points where there are great shortcomings. Such faults, when published, the public would most greedily seize upon, and I think very few private schoolmasters would wish to have these matters published, except the practice were made universal ; and I think that would be a work of so gigantic a character, that it would be impossible. I far more approve of the healthy action

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

of the local examinations spread over the country, and of every boy being trained up and expected as he leaves the school to pass, as it were, through the door of these public examinations. I think that would do far more good, and would promote the independence of the masters far more than any system of inspection.

7711. Have you had any opportunity of forming any general opinion of the condition of the instruction given in endowed grammar schools? —In some I fear it is of a very limited and confined character; and though I hope that the day will never come when classical learning will not be made the basis of the education of every well instructed man in the country, at the same time I think that in every grammar school for a large place, or indeed any place, there ought to be the opportunity for those who have not the ability to take classical instruction, or whose parents do not wish them to do so, to have some other means of developing their minds, by the introduction of mathematics, which is very little taught in many grammar schools, and by the introduction, as I said before, of some amount of physical science. I hope that in every one of our large towns by and by there will be a public laboratory and a public museum, where boys who have a taste for science may be able to pursue scientific studies.

7712. (*Mr. Acland.*) Have you had an opportunity of observing the effect of the recent examinations on the smaller private schools of the country?—I have.

7713. Will you give the Commission the benefit of your experience on that subject?—At the commencement of those examinations a very large number of the private schools of the country shrunk from them. Some of the upper-class schools said they were not intended for them. They made use of the words "middle class," and other such phrases. After these examinations had been established for some years, several schools which at first held back went into them, and have been very much benefited; but I believe the class of school which has been most benefited is the class taught by laborious, hardworking, country schoolmasters, who have sent in very largely, and passed very many of their pupils. I believe these examinations have given an impetus to the whole of such schools. They have introduced the modern books. I will give you an instance of a very worthy country schoolmaster, who conducted a very prosperous school for 40 or 50 years, which his son now conducts. He said, "These examinations of yours are working a "great change in the country. During the great bulk of my time as a "schoolmaster we had only three books in all our school; there were "Murray's grammar, a spelling-book, and Walkinghame's arithme-"tic. Those, with the copy-books, were the basis of the education." I now find that that school sends to our examination five, six, or eight candidates. I will give you again a personal example of the good produced by these examinations. Stimulated by them, a boy came to me from a small country school, he had passed the Oxford local examination as a junior. He passed as senior from my school, and in high honours. This enabled me to recommend his future profession. He was an excellent mathematician, and entered the Woolwich academy at 16. He came out high in the list, and when he got his commission he was the youngest Royal Engineer officer in Her Majesty's service. I give you that as one example of the effect which these examinations have had in stimulating schools and boys.

7714. You think that the smaller country schools have worked up towards it?—Yes.

7715. And having passed the boys, they have been made prosperous in consequence?—I think so.

7716. And they have been, in fact, supported by the examinations ?—In a great measure. I think they have also induced a great many farmers and others to leave their boys at school a year or even longer than otherwise they would have done.

7717. I believe a great change has taken place in the working of the schools ?—Decidedly.

7718. Will you indicate what that change has been ?—The change which has visibly taken place within my own knowledge as an instructor, is that the English language has for the first time been taught as a language. It is no credit to a scholar now to be ignorant of his own language. I think at present a scholar would be ashamed to say, "I know nothing about the grammar of the English language ; I do "not know that it has a grammar." The system of analysis is a very important thing when a youth cannot learn Latin. We get boys, as I said before, to read some good book of English literature and poetry, and thus strive to improve their taste. Our senior candidates for the local examinations read a play of Shakespeare and some standard English prose author.

7719. Has it produced much effect on the teaching of arithmetic and mathematics ?—I think so, and it has made it more definite ; I think the old ciphering-book system, which the country schools used to have, is very much abandoned.

7720. Has it tended to a more intelligent appreciation and a greater power of applying principles to problems ?—Decidedly ; it has much quickened boys.

7721. (*Lord Taunton.*) What is the system of discipline in your school ; do you use corporal punishment ?—I do for the younger boys.

7722. The cane ?—The cane.

7723. Do you reserve that power to yourself ?—Entirely. No master in my school has any power to inflict corporal punishment on a boy. He reports him to me, or can set him a task.

7724. How many under masters have you ?—I have three resident masters in my house and two visiting masters for French and drawing. I think there are five of us and sometimes six constantly employed for from 90 to 100 boys.

7725. Would you object to state what salary you give those masters ?—Not in the least ; my senior master, who has been with me for many years, had last half-year 70*l.* a year and his board and lodging. The two other resident masters had 40*l.* a year each. My French master had 50*l.* last year and will have 60*l.* this year. He is employed a certain number of hours. He lives in the town ; the drawing is two guineas each ; I guarantee the drawing master 20 pupils.

7726. How many boys sleep in one room ?—I think the largest number in one room is nine.

7727. What is the smallest number ?—I have a small room in which a single boy sleeps. The smallest room except that contains four. They all have separate beds, except that I have in each room one double bed, and sometimes two little brothers will sleep in it.

7728. Speaking of private schools generally, they are of course conducted very variously as to efficiency, instruction, and discipline, and so on ; there are bad schools as well as good schools ?—No doubt.

7729. Do you believe that, taking private schools as a class, there is a tendency to a low moral standard among them as compared with endowed schools and public schools ?—That is a very delicate subject. In my opinion, in a private school, with the supervision of a master, his

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

wife and family, and assistants, the general morality is better than that of the ordinary public schools or the grammar schools.

7730. What I mean is, rather the manly tone which it is desirable to foster among boys, the love of truth, and qualities of that description, also the personal relations between master and boys, that punishments should not be capriciously or harshly inflicted, and things of that sort. Do you think there is any foundation for an impression which in some quarters prevails, that in some of the smaller private schools of England there are great evils in those respects?—As most of the private schools which I know are conducted by very conscientious men, who mix very much with their pupils and in their games, a healthy tone is preserved amongst them. I think there is a very large number of well-conducted private schools throughout the country.

7731. You are probably speaking of the more considerable private schools?—Yes.

7732. There are a great many private schools which are of rather an obscure kind?—No doubt.

7733. Have you any reason from your experience to apprehend that there may be a great deal of mischief going on in those schools?—No, I have no personal knowledge of that.

7734. (*Mr. Acland.*) Are there not still a great number of private schools in which the mode of awarding prizes and the mode of advertising the school by copy books is so transparent to the boys, that it cannot fail to produce an impression of dishonesty?—Possibly; but I think that is very much going out.

7735. What is driving it out?—The absolute necessities of education in the country. The Civil Service examinations and others, which so many parents are anxious that their sons should pass, they know can only be passed by a good solid education.

7736. (*Lord Taunton.*) Do you believe that the general feeling of the country with regard to the necessity of a good education, and the power of appreciating what is a good education, is rapidly on the increase?—I believe so most decidedly.

7737. Do you think that has arrived at what may be called the lower division of the middle class at all in the same degree that it has the upper division?—With regard to the upper division of the middle class, the increased demands at the university examinations and the like have operated upon them. The lower grade of the middle classes have been pushed on and compelled to keep in their position by the superior education given in the National schools, and except a tradesman of the city of Exeter can make his boy a decent scholar he will find the banks and offices of Exeter (which I mention as a sample of other places) closed to him; the lads from the Blue-coat school and the National school will get those places over his head. The impetus from Government and other examinations has given rise to great improvement and to a great desire for a better and more solid education.

7738. Do you believe that the qualifications of schoolmasters as a class have improved and are improving?—I think so, but there is a great difficulty in getting efficient assistant teachers for schools at present.

7739. (*Sir S. Northcote.*) Do you think that the parents' appreciation of a good education has advanced so as to make them willing to pay a fair market price for it?—I think so. I find no difficulty.

7740. Do you think there is an advance in the willingness of the parents to pay what seems to them a considerable sum for the education of their children?—Yes. Instead of what I have heard in my younger

days, a parent saying, "I have done very well in the world, I was "only six or twelve months at school," the acknowledgment of such a man will now be, "I had no such advantages or opportunities in my "early life; I should like my son to be something of an educated man, "and to have far greater advantages than I have had."

7741. I am speaking not so much of the remarks which they make, as of the practical proof which they give by being willing to pay sums above what they formerly thought sufficient. Do you think that parents are generally impressed now with a better sense of the real market value of education, and are willing to pay for it at a higher rate than they would some 20 years ago?—I think so.

7742. (*Lord Taunton.*) Do you think it is better for a boy to attend a school like yours as a boarder, or as a day scholar and to go home to his parents?—If I were sure that the boy had judicious parents, who would take care that he had the opportunity of an evening quietly to sit down and learn his lessons apart from the general talk and conversation of a household, and that the parents would superintend his moral conduct, I would rather that the boy remained at home with all the benefits of parental superintendence; but from what I know of the great bulk of parents in town and country, I think it is a great benefit to a boy to be sent to school as a boarder.

7743. Do you attach much importance to what is called public school feeling, which is promoted in boys who are boarders rather than in those who are day scholars?—I do. I think it is a most wholesome thing. Both at a public school and at a good private school one may promote that feeling. I have heard the remark, when I have announced to boys that they had passed the examination, "I do not so much care about my "passing as that our school has done well."

7744. You think it forms the tone of a boy's character?—Yes, I think so. I have seen a good deal of that. Of course it is more so in a public school which has lasted for centuries.

7745. (*Dean of Chichester.*) Do you think that the superiority of the National schools has caused an improvement of the classes above them?—Decidedly; they must keep pace.

7746. (*Dr. Storrar.*) It is the National school system, is it not, which has given such an impulse to that mode of teaching English to which you refer?—I think many of the early books, which any school in the country might use, have come out of the National schools. Many books used in the National schools are used in my own school, especially for religious instruction. I do not know any better books for junior boys than those published by the National School Society, such as Archdeacon Sinclair's.

7747. It is a system, in fact, of teaching English, which to a certain extent supplies the place of a classic?—It is the best substitute. The old grammars, such as Murray's, are little else than English translations of the Latin grammar. There is page after page of the tenses of an English verb, which is now confined to two or three tenses only. The system of analysis is a minor sort of logic, which is based on the system of classics; the scholar in both cases has to ascertain the leading and subordinate clauses of a sentence, and thus understand its structure.

7748. And although such a system would not supersede the use of classics, where you had the opportunity of teaching classics, yet it is subservient to that kind of educational discipline to which classics are peculiarly adapted?—Yes.

7749. (*Lord Taunton.*) Have you had opportunity of being acquainted with the state of education in Scotland?—I have left Scotland for more than 30 years. When I was at school in Scotland it

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

was with a view of going to a university, where the obtaining of what we called a bursary, or a university scholarship, was entirely dependent on classics. This was at Aberdeen. I had the advantage of being trained under Dr. Melvin, one of the most eminent Latin scholars of modern times; but since then the entrance examination to the university, at least the one I know most about, has been extended to various subjects, not Classics alone, but also arithmetic, a certain amount of mathematics, English composition, and grammar. I believe the same change which has come over the education of the middle classes in England in a great measure is rapidly spreading in Scotland. Many of our very best educational books come from Scotland.

7750. I imagine the same schools in which the children of the poorer classes are taught are available in Scotland?—Yes, the system of education in Scotland is this: Every parish has a clergyman and also a schoolmaster, who, at any rate in the district to which I belonged, was an educated man, and generally a licentiate of the Church of Scotland. The lowest and the highest in the parish had an opportunity of attending that parish school, and many of various grades did attend, and some went afterwards to the universities. There was far more opportunity in Scotland in my day, and I presume there is still, of rising from the labouring grade and going to the university, and being supported by these bursaries as they are called, and afterwards entering into professions. Dr. Chalmers and many other eminent men have risen in that way from parents of a humble grade.

7751. Did you observe any difficulty in combining the education of the labouring classes with that of the middle class of society in the parish school?—I was taught in a town, in the city of Aberdeen. Upon that I cannot speak. I am not aware that there is, because I know that all grades have come from those parish schools. Of course a man of large property would send his son to a boarding school, would send him into the city to be boarded in the city, and brought up in one of the public schools there.

7752. Are you now speaking of Aberdeen?—I am speaking of the county of Aberdeen.

7753. The children of different classes mix together in the same school?—They do in the country, I believe.

7754. What was the case in the city of Aberdeen itself?—At the grammar school where I was brought up I may say there were all classes, sons of tradesmen, sons of professional men, and any one who could afford to keep their sons till 14 or 15 at school. There were all classes educated at that school.

7755. What was about the annual expense of education at a school of that kind?—The fees were very small, I should think not more than 4*l.* a year for everything. When I was at school I do not think the fees that were paid for all I learnt exceeded 4*l.* a year.

7756. That was of course as a day scholar?—Yes. The system of boarding schools in Scotland is by no means so general as in England.

7757. Have you had any opportunity of becoming acquainted with the teaching of girls of the middle classes?—I have. I have come in contact with the heads of girls' schools. I have one daughter living, and I endeavoured to obtain the best education I could for her as a girl. I do not think that in many of the private schools of the country that can well be done. I trained her chiefly myself, and then I sent her up to Queen's College in Harley Street, where she was three or four years.

7758. Have you reason to form a good opinion of the course of

education there?—A very high opinion indeed, provided a girl is properly trained before she goes there.

7759. (*Lord Lyttelton.*) At what age did you send her?—I think it must have been between 15 and 16.

7760. And you left her there three or four years?—She was there three years.

7761. You had to provide for her being taken care of in some lodging?—She boarded in a house sanctioned by the Council of Queen's College—Mrs. Williams, the widow of a late physician, a most excellent lady.

7762. Near to the College?—It is under the same roof; they are two adjoining houses.

7763. She had the whole of her education there for these three years?—Yes.

7764. (*Dr. Storrar.*) You trained her yourself before you sent her to London?—I did.

7765. Was Latin a part of her education?—It was. She could read Virgil as well as any boy in my school of her age.

7766. You would consider a classical education important for the education of a young lady?—To a well educated girl, if she has the means of learning it, I think it is most valuable.

7767. (*Lord Taunton.*) How do you suppose the sisters of the boys you have at your school generally receive their education; is it at schools or at home?—A considerable portion of them receive their education at home from governesses, who also will teach the little boys up to a certain age.

7768. In the case of farmers, for instance, what sort of governesses do they generally speaking obtain?—I should fear not persons of much intelligence. I should fancy that it is by no means a very good education.

7769. Is there any other subject upon which you desire to speak?—I did wish to say that it would be most desirable if we could have means of training assistant masters in some public institution. I have had great difficulties in obtaining efficient assistant masters, what with the Civil Service and the opening of so many companies and railways, which employ young men.

7770. (*Lord Lyttelton.*) Has it occurred to you to consider whether a training college specially for the middle classes would be a desirable thing?—I think one or more would be most valuable. I have had several masters from the training college in Exeter, but these were educated for National schools, and had to be trained by myself for such a school as mine.

7771. That is meant for the elementary schools?—Yes.

7772. (*Rev. A. W. Thorold.*) Are not carefully instructed masters from the elementary training schools sufficiently good for you?—Some of them are. Very often they are not suitable in other respects, but still I have had excellent masters from those schools.

7773. (*Lord Taunton.*) Are you acquainted with the College of Preceptors?—I am.

7774. Are you favourable to any such scheme as they have promoted of requiring certificates from masters of schools?—No, I am not. I believe the system of so-called registration to be most fallacious. I do not see how it is to apply. Some have thought that the system of registration could as well be applied to the scholastic as to the other professions. I do not see how that can be, there are so many different grades of schoolmasters. Every one who becomes a medical man or a solicitor passes through the same early training, and goes through the

J. Templeton, Esq., M.A., F.G.S.

21st June 1865.

same examinations, whatever eminence he may afterwards attain. I do not see that that can be properly accomplished for schoolmasters.

7775. You think it should be an open profession?—I do. I think this movement for a registration of schoolmasters is a mistake; in fact I see no advantage to be gained from it.

Adjourned.

Christ's Hospital, Tuesday, 27th June 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
WILLIAM EDWARD FORSTER, ESQ., M.P.
THOS. DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

W. Gilpin, Esq.

WILLIAM GILPIN, Esq., called in and examined.

27th June 1865.

7776. I believe you are the treasurer of Christ's Hospital?—Yes.

7777. What are your duties in that capacity?—The entire management of the institution. "The treasurer is the resident governor of "the Hospital. His functions extend to all its concerns—estates, "trusts, charities, finances, committees, sub-committees, and its affairs "generally. All the masters and officers are subordinate to him, as "the representative of the governors. He can, on emergencies, give "such directions as he may think best, and his sanction or direction "is sufficient warrant for any particular proceedings. He can give "leave of absence, and can, if necessity arise for it, suspend any "master or officer until the next meeting of the committee;" so that, in fact, I am the resident officer here, and have the entire management of the whole institution.

7778. You have the general superintendence of the whole?—Yes.

7779. You say you have these powers under the authority of a committee. What do you mean by the committee?—It is under the authority of the governors, not of the committee. The governors appoint me, not the committee. The committee consists of 42 gentlemen appointed by the governors, besides the president and treasurer.

7780. Who are themselves governors?—Yes; that is what is called the committee of almoners.

7781. Will you have the kindness, in the first place, to state to us generally the system of government and management of this institution?—The governors as a body, of course, give their instructions, and have to confirm all the more important acts of the committee of almoners. The committee of almoners consists of 42 members, including six who are called "honorary members," but at the same time have a right to act on the committee if they think proper. Nine go off by rotation, and it is so settled that there shall be four new committee governors every year. Everything is referred to this committee to carry out and recommend to the general court for their

approval. So that the hospital is in fact governed by a committee of the governors—the committee of almoners.

7782. You as treasurer being the executive officer, with discretionary powers to act in cases of emergency under the governors acting by a committee?—Yes.

7783. How many governors are there?—About 480.

7784. How are they appointed and elected?—By each gentleman giving a donation of 500*l.* He is then recommended to the court, provided it is ascertained that he is in every way qualified. Great pains are taken to ascertain that: it is not merely the payment of 500*l.*; but, if I may so say, his position is inquired into generally, and if the result is satisfactory, I report that donation to the general court, and the general court approve him as a governor.

7785. Are women eligible as governors?—No; except in the case of Her Majesty. There was an exception made in the case of Her Majesty.

7786. (*Lord Lyttelton.*) Do you mean that a previous inquiry as to character before offering the 500*l.* is made?—After the donation is made, but before his election as a governor.

7787. Is there ever a rejection of any one who has arrived at the stage of offering the 500*l.*?—There was one rejection; but it was in this way. There was a young man, who, I believe, was a clerk in the Great Western Railway. His brethren there were very anxious to pay him a compliment, and they subscribed among themselves this 500*l.* to make him a governor. That came to the ears of myself and others; and we, of course, refused to take it.

7788. (*Lord Taunton.*) I believe there are some governors who are governors *ex officio*?—They consist of all the aldermen and twelve common council men who are not called upon to pay anything.

7789. Are all the other governors with the exception of those, called upon to pay the 500*l.*?—Yes.

7790. What becomes of the money?—It is applied as income, and if any can be spared, it is invested.

7791. I presume that the management is practically pretty much in the hands of the committee?—Yes.

7792. You have stated that a certain number of commitee men go out by rotation; are they re-eligible?—They are re-eligible after one year. Nine go off the committee every year; five are re-eligible at once. Two must be governors, who have not been upon the committee for 12 months, and two must never have been on the committee before.

7793. Are any of the members connected with the corporation of the City of London necessarily on the committee?—No, except we elect them.

7794. In that respect they are in the same position as the other governors?—Precisely.

7795. Have they larger rights with regard to nomination to the school?—Yes; the Lord Mayor for the time being has customarily two presentations to the school every year, and each alderman one every year.

7796. The Lord Mayor has those presentations for the year he is Lord Mayor?—Yes.

7797. With those exceptions the governors are all on an equal footing?—Yes; the president for the time being has two presentations annually, and the treasurer has two.

7798. How are the masters appointed?—The head masters are appointed by the court at large; the assistant masters by the committee.

W. Gilpin, Esq.
27th June 1865.

7799. As to the head master is it made a matter of election by the court at large?—Yes.

7800. Practically does a polling take place at an election?—Yes.

7801. Is that system found to work well in obtaining the services of the best masters?—That has been the practice. A vacancy has been sometimes advertised, a great number of the governors having felt that they do not like to limit themselves to a man who has been a "blue;" that is, who has been brought up here. In the case of Dr. Jacob there was a general election, and a contested election between him and Mr. Newport, who had been a bluecoat boy and exhibitioner from the hospital.

7802. Mr. Newport was rejected?—He lost his election.

7803. Were the numbers pretty close?—The numbers were these; for Dr. Jacob, 140; and for Mr. Newport, 80; so there were only 220 governors who voted.

7804. That shows then practically that the appointment of the master is in the hands of a certain number of the governors who may have a greater amount of zeal in favour of the one than of the other candidate, rather than the deliberate sense of a great body of the governors?—Yes.

7805. Is there any previous inquiry on the part of any of the committee to examine into testimonials, and to make a recommendation?—Yes, a thorough inquiry.

7806. I mean with regard to the appointment of masters?—Yes; I will read you the report that took place upon that.—"Read a report "from the committee of almoners of Christ's Hospital, 18th March "1853. The committee having been summoned to examine the testi- "monials of the candidates for the head mastership of the grammar "school in London, and pursuant to order of court of 22nd February "last, to select the three whom they shall consider to be the best "qualified for the office, to be returned to the general court for the "choice of one, the clerk submitted the testimonials as to their abilities "and fitness for the office which had been left with him after public "advertisement of the vacancy by the several gentlemen hereunto "named." Then follow the names of ten gentlemen. "And each "gentleman having been called in and certain questions put to him, it "was agreed, after a full and impartial consideration of the qualifica- "tions of the respective candidates, that the names of the three gentle- "men hereunder mentioned be returned to the general court for their "choice of one to be head master of the grammar school of this "hospital."

7807. Then, in point of fact, the selection of three is first of all committed to this committee, and all that the governors have to do is to choose out of the three?—Yes.

7808. Do you, speaking generally, think it is a good system that the head master of such an institution as this should be elected by the votes of a miscellaneous body of governors such as those who manage the affairs of the school?—That is the constitution of the hospital, and therefore that has been one of their arrangements.

7809. (*Mr. Acland.*) Has the question ever been considered by the governors of intrusting such a delicate and responsible duty to a select body who could sit round the table and discuss the matter in a way which could hardly be expected of a large body?—The committee have never put that question before them, because I have no doubt that, there being so many governors, a great number would like to have the patronage. My own impression would be, that if the election were left to the committee we could probe more deeply into everything.

7810. (*Lord Taunton.*) Is there anything in the constitution of Christ's Hospital that would prevent the governors from making an alteration in the way of appointing the head master if they thought fit?—None, because all the rules and regulations are by the governors, who could alter them at any time they like.

7811. (*Mr. Acland.*) Do you think that the probability of inducing gentlemen to become governors, at a cost of 500*l.* to themselves, would diminish if you were to alter the patronage?—No, I do not think so.

7812. (*Lord Taunton.*) What is the value of the situation of head master?—800*l.* a year salary, 50 guineas a year for his Sunday evening lectures, and a house and medical advice, and so forth.

7813. He is not paid per head upon the boys?—No; he receives nothing else.

7814. I believe the boys are divided into two great branches, one in London, and the other in the country?—Yes.

7815. How many boys are there in each of those branches respectively?—Our numbers in London now are 755, and at Hertford 461 boys and 19 girls; making a total of 1,235.

7816. Upon what principle is this division effected? Are they the younger boys in the country?—All the boys when first elected are sent down to Hertford. They remain there until they are deemed fit by the master to come up to the London school, because you must be quite aware that of the different boys who go down many have been well taught, and others have not. There have been instances of boys going to Hertford and being returned within a month. Others remain there perhaps for two or three years.

7817. The head master, I presume, is the head master of the London school?—Yes.

7818. There is a separate head master of the Hertford school?—Yes.

7819. What is his salary?—350*l.* a year, 50*l.* for his church duty, and a house and medical attendance.

7820. How is he appointed?—By the court.

7821. In the same manner as the head master?—Yes.

7822. By general election?—Yes.

7823. How are the under-masters appointed?—By the committee.

7824. Who is the president of the institution?—The Duke of Cambridge.

7825. I believe His Royal Highness has taken a personal interest in the affairs of the institution?—A very great interest.

7826. Has the president any particular powers personally with regard to the government of the school or the appointment of masters?—No.

7827. He has merely the ordinary powers of a president?—Yes.

7828. Are you a governor as well as treasurer?—Yes.

7829. Who appoints you?—The governors at large.

7830. Will you allow me to ask you what are the emoluments of your office?—About 6*l.* 6*s.* 8*d.* a year under several bequests; and I have a residence.

7831. How many years have you had this office?—Sixteen years.

7832. You, of course, as treasurer, are cognizant of the whole financial condition of this institution?—Yes.

7833. What, in round numbers, is the income of the institution?—The gross income of the hospital, including all its charities and trusts of every kind, from endowments of various descriptions, is about 63,000*l.* a year. About 40,000*l.* from real property, 20,000*l.* from funded property, and about 2,000*l.* or 3,000*l.* from timber and sundries.

W. Gilpin, Esq.
27th June 1865.

That is the gross endowment income. From donations of new governors there is a varying sum averaging from 5,000*l.* to 6,000*l.* a year. After satisfying all charges of providing for the numerous trusts foreign to the hospital's own purposes, including over 6,000*l.* a year to aged blind, and about 1,500*l.* to other pensioners, as well as for exhibitions, apprentice fees, outfits for the Royal mathematical boys, &c., and for repairs, improvements, insurances, and other charges in respect of the estates, there remains an available net income for hospital purposes of about 42,000*l.* a year.

7834. (*Mr. Baines.*) Is the 5,000*l.* or 6,000*l.* to be added to the 63,000*l.* ?—Yes.

7835. Bringing it up to nearly 70,000*l.* ?—Yes.

7836. I think you said that the average amount of donations was about 5,000*l.* or 6,000*l.* ?—Yes ; of course it varies.

7837. (*Lord Taunton.*) Is this money which is derived from donations funded, and then the interest applied to the school, or do you spend it as you receive it ?—The legacies left to the hospital are funded at once ; the donations of new governors are treated as income, but if they are larger than usual, and the state of the cash will admit of it, a purchase of stock is made, or land tax redeemed, which during the last year I have been able to do to a considerable amount

7838. (*Dr. Temple.*) £2,000 was funded last year ?—Yes.

7839. (*Lord Taunton.*) Can you state within the last 10 years, or some such period, how much has been added permanently to the property of the institution from the donations ?—Not a great deal, because for some few years we got hardly any donations. Your Lordship may be aware that in the year 1854 there was an unfortunate collision between the upper grammar schoolmaster and the governors. Whether we were right or not I do not know. Besides that, the education was considerably extended. In the years 1854 and 1855 a considerable number of masters were added. That, of course, necessitated considerable expense, and besides that, for three or four years we received but very little from donations. I think for several years there was not more than from 2,000*l.* to 2,500*l.* Since that, what has been the reason I cannot tell, but for the last three or four years they have again returned to us to a very large amount.

7840. I believe you receive as many donations as are offered to you ? —Yes.

7841. Is there no limit placed to that by the impossibility of accommodating more than a certain number of boys ?—No; because we find that as the governors die off it is generally pretty nearly the same number. A larger number than usual of our governors have died off during the last two years. They are now not as many as they were two or three years ago.

7842. I believe you raised the qualification with regard to payment from 400*l.* to 500*l.* some time ago ?—Yes.

7843. How long ago was that ?—Twenty-five years ago.

7844. Why did you do that ?—Because we found, if we had not done that, we were getting too many governors. At one time it was very nearly a recommendation of the committee that it should be still further increased to 700*l.*, but that was opposed to a great extent, and therefore it was not pressed. My own impression is that we should get as many at 700*l.* as we do at 500*l.*

7845. Have you any reason to suppose that this patronage on the part of the governors is ever abused by the sale of any of these presentations ?—No ; we have had one or two very painful cases where we have removed a governor.

7846. Generally speaking, you are convinced that there is no such practice?—I think I may say certainly not.

7847. What is the process of removing a governor?—By stating what facts have come before the committee, and at the recommendation of the solicitor, if the facts are such that there is no doubt about the transaction, to recommend to the court that that governor should be removed.

7848. The truth is, these presentations have a considerable money value, is it not?—Certainly. What you mention is very minutely looked into. I do not think it exists; I trust not.

7849. From what classes of society do your pupils for the most part come?—From all classes, but I should say that now there are many more children from the professions—from the less affluent ranks of the army and navy, the medical and legal professions, and the poorer clergy—than formerly. Those form a large portion of the boys. More from the poorer clergy than any other.

7850. With regard to the original constitution of this institution, are there any requirements with regard to the class of society from which the boys come?—They were of the poorer classes. We are obliged to take a great number of boys from parishes under trusts and bequests. There is a large gift of a Mr. and Mrs. West, under which we have to take them from Reading, Newbury, and Twickenham. And then there are six girls born within what they call the "liberties" of London, whom we are obliged to admit.

7851. Is anything said in your constitution about the benefits of your institution being intended for the children of poor parents, or anything of the sort?—No doubt originally there was a very low class of children here.

7852. Was there nothing to show what the intention of the founder was?—That can be seen from the charter.

7853. (*Mr. Forster.*) How many of these parish boys are there?—About 100. It should be recollected also that independently of the places I have mentioned we are obliged to take in boys from different City companies who have given donations. The Grocers gave a donation of 10,000*l.*, on the understanding that they should always have six children in the hospital. The Fishmongers have some, the Skinners have some, and the Mercers have some; and we are obliged to take them in. Then there are about from 20 to 26 that we are obliged to have from Guy's Hospital, who are recommended by the governors of Guy's Hospital, from a donation left by Mr. Thomas Guy, and some other trusts; making, with the children from parishes, about 180.

7854. (*Lord Taunton.*) Are the boys sent by those companies, generally sent from motives of charity as the sons of poor parents?—It is believed so.

7855. Practically you must be able to know that?—The boys from the schools and the boys from the companies certainly are. I am not quite so sure as to those from Guy's Hospital.

7856. Is there any marked distinction between them and the other boys of the school?—None at all.

7857. Is it not the case that a governor in appointing a boy is obliged to state something about the want of means of the parents?—Yes.

7858. What is that statement?—A statement of the income, the number of children, and everything connected with the parents' pecuniary situation.

7859. Would not that imply that it is the feeling of the governors

W. Gilpin, Esq.
27th June 1865.

that the institution was originally intended, or at any rate now ought, to be devoted, to the education of the children of parents who have a difficulty in giving them a good education?—Exactly; and so it is at the present moment. I believe the generality of the children who are educated within the hospital are those children who really want such an institution, many of them being orphans left unprovided for.

7860. I think you said that there were boys as well as girls on this foundation?—Yes; there are 17 girls at Hertford.

7861. Are there any in town?—No; the greater part of those girls are gift girls, six must be put in under the will of Mrs. West, and must be children within a few miles of the City of London; there are really but 17. About six or seven years ago there were 72 girls, and we then contemplated an application to the Court of Chancery to know whether we could get rid of the girls' schools altogether, because we felt that there was more difficulty in respect to girls than in respect to boys. Different classes of children came in upon the gifts. At that time governors occasionally put in a girl instead of a boy, as indeed they may now if they like. It used also to be an annual vote at the court for admission of children, that six girls be annually elected; that has been discontinued, and boys are elected instead of girls.

7862. In truth, at the present moment, the elements of a girls' school are pretty much extinguished?—Exactly, and we should be very glad to get rid of those girls altogether, if we could, because we cannot give that education which we feel is doing any good. They are of that class that if you give them what is called a first-rate education, which several of the governors want them to have, such as music and French, you put them immediately above their parents, who, the greater part of them, are mere labourers, and there the governors felt they had great difficulties to contend with.

7863. Can you state whether, in the original deeds of foundation, any education for girls was contemplated?—Yes; there was however always a very much smaller number than of boys. The expression of the charter of Edward the Sixth is, "neither children yet being in "their infancy shall lack good education and instruction."

7864. Do you not think that if it was contemplated by the original founder to admit girls in some degree, at least, to the benefits of this institution, it would be reasonable that, in some way or other, a portion of these funds should be devoted to the education of girls?—Yes, and so it is. The resolution of the court was in effect, that the girls should be reduced to what they call the Gift girls. If any governor wished to put in a girl, he could do so, but they wish to retain it to the Gift girls. The number is now reduced to 17. The committee are going to consider what is the best education to give those children, whether you will give them an industrial education, or in what way you can best deal with them.

7865. But the committee, as I understand it, do not contemplate any other proportion between the sexes than that of 17 girls and more than 1,200 of boys?—They have not, at the present moment; at the same time, if governors put in girls we are bound to take them and educate them.

7866. In point of fact, they never do?—We had one instance; the present Lord Mayor put one in two years since; he said it was a peculiar case and he could not help himself, or I do not think he would.

7867. I believe there is a peculiarity in the way in which the discipline of Christ's Hospital is separated from the education?—There is.

7868. In what way is that done?—The discipline of the hospital in London is confided to a gentleman who is called the warden, and whose

duty it is to take the charge of all the children out of school. He must attend their meals; he must see that they are properly taken care of in their wards, besides report to me from time to time as to their conduct out of school. He also has the superintendence of communication with all the parents, as to leave of absence or anything of that kind.

7869. In short, the masters have nothing to do with discipline, except actually in the school hours?—That is so; excepting that there are some masters who visit the wards of an evening in order to assist the warden in that work; several of the masters have done so, though it has not been by any order or formal request of the committee. If anything occurs in either of the wards, the warden immediately confers with the master as to the punishment proper to be inflicted, or what steps should be taken in reference to the boy. The masters can leave it off when they like, though it has been found to work remarkably well hitherto; and the discontinuance of this visiting is not contemplated.

7870. Are there any corporal punishments in the school?—There are, but they are seldom or never resorted to, except in gross cases of insubordination.

7871. Is the corporal punishment inflicted by the master or by the warden?—If for anything in school the master orders it to be done, if out of the school the warden does so.

7872. (*Lord Lyttelton.*) It is executed by the head beadle?—It is carried into effect by the head beadle in the presence of the master concerned or the warden, when the rod is used.

7873. (*Lord Taunton.*) Do you find that this entire separation of discipline and instruction works well?—Very well indeed, and I believe you will find every master will tell you so. They could not manage it otherwise with the great number of boys that there are.

7874. Is there the same system at Hertford?—Yes.

7875. Is there a warden there?—Yes; he is called the steward, but it is the same thing.

7876. I suppose the warden has very little knowledge of the character and disposition of individual boys?—He knows them, perhaps, more than the masters themselves, he was himself a master here.

7877. He is not a master now?—No.

7878. He is entirely independent of the masters, there is no subordination of the master to the warden or of the warden to the master?—Not at all, he is entirely independent.

7879. Suppose there was any difference of opinion between them on any point, what course would then be adopted?—They would refer it to me.

7880. (*Lord Lyttelton.*) Have the general board of governors complete power over the school, to make any modification which they may think proper in it?—Everything.

7881. Are there no ancient statutes by which they are bound in relation to the school?—There are none prescribed by the charter. The powers which are given in the charter are very ample, they are quoted in the reports which the Commission have.

7882. Whatever there is, is in the nature of regulation and byelaw, and is alterable by the governors at their discretion?—Yes.

7883. How often does the board of governors meet?—They meet five or six times a year as business may render necessary, but that is about the general number. It may be convenient, in reference to the foundation of the school, that I should read one or two extracts from the report which has been made by us to the Commission in answer to question 6:—

W. Gilpin, Esq.
27th June 1865.

"Is the school a separate foundation or a branch of any foundation comprising also other, and what objects?" we say, "The foundation of the above charter was that of a hospital with objects (apparently at least) in common with the hospitals of Bridewell and St. Thomas; but the appropriation of the buildings of the then lately dissolved house of the Grey Friars had been already made in 1552 (the year preceding the grant of the charter) in favour of poor children, and in continuance of such appropriation, the lodging, maintenance, education, and training of poor children were relegated to Christ's Hospital, and thus became the special and permanent features of that branch of the general or triple-purposed charity of King Edward."

Then in reply to questions 8, 9, 10, 11, and 12, we say:—

"No statutes were prescribed in the charter of King Edward the Sixth, but such Royal Charter, after settling the estates and property therein mentioned for the sustentation of the three hospitals, and conferring all necessary powers with regard to such endowments, together with power to hold lands in mortmain, and the grant of a common seal, declared it 'fully and entirely lawful' to the governing body as therein set forth, 'for the time being at all times and always hereafter when and as often as to them it shall seem expedient or necessity shall so require, to ordain, constitute, and make all such fit, wholesome, and honest ordinances, statutes, and rules for the right government of the poor in the same manor or house, called Bridewell Place, or in the same other houses, called Christ's Hospital and St. Thomas's Hospital, in Southwark aforesaid, or either of them, to be supported as to them shall seem good;' and also granted to them full power and authority from time to time to nominate, appoint, make, create, and ordain such and so many officers, ministers, or governors under them in the aforesaid hospitals or houses, or in either of them, who may from time to time provide for the poor therein, that they may be well and justly ordered and taken care of, and also for the order and government of the same poor as to them shall likewise seem good and convenient, without the impeachment of "the king, his successors, or others, so that the same ordinances, laws, and statutes be not contrary or repugnant to the laws and statutes of the kingdom of England, or to the Royal prerogative.' The schools of the hospital are and always have been governed and regulated in pursuance of such powers, by orders made from time to time by the governors assembled in general court, or by committees acting by their authority. Where, as in King Charles the Second's charter, of 19th August 1673, founding the Royal Mathematical or Naval School in the hospital, and in various trusts, there are special requirements or conditions, or, as in the case of the exhibitions and apprentice fees, which are regulated by decrees of the Court of Chancery—the governors are of course bound by such limitations."

7884. (*Mr. Forster.*) It appears from that extract, and also from the evidence given by you before the Duke of Newcastle's Commission, that originally the school was intended for the children of poorer parents than those who at present go there; have you any records of its having actually been composed for any length of time of such poor children?—The thing is susceptible of explanation. We have our registers and other records, and a great deal may be inferred, and I may say inferred with perfect clearness, from them as to the class of children who came at the earlier period to the hospital. It would be a long history to show the gradual change from the children of 1553 to 1865, but it is a perfectly clear one, connected as it is with the settlement of the charter property on St. Thomas' hospital, the peculiar derivation and growth of the property belonging to this school, the poor law of Elizabeth, and other circumstances.

7885. Originally the children were actually the poorer children?—They were.

7886. (*Dr. Temple.*) I think you introduced an entrance examination about four years ago, did you not?—Yes, a qualification for children's admission.

7887. How have you found that work?—Very well.

7888. Has it entirely got rid of the difficulty that you met with before ?—Not entirely, but as much as we could have hoped it would.

7889. What is the qualification now ?—They they shall read fluently in the four gospels.

7890. If they can do that are they then sent to Hertford ?—They are then sent to Hertford.

7891. How long do they stay ?—It depends on themselves. If they show any sort of talent they come up immediately or at an early period, if they are very dull boys they remain there till 10 or 11.

7892. (*Lord Lyttelton.*) What do you mean by "immediately"?—As I mentioned before, I have known boys come up within a month.

7893. (*Dr. Temple.*) In your evidence before the Duke of Newcastle's Commission you said that they sometimes remained at Hertford two or three years ?—Yes.

7894. Do you find any change in that respect ?—Certainly.

7895. They do not stay quite so long now ?—Certainly not, some will, but upon a general average they come up earlier.

7896. Do you think it would be quite hopeless to raise the standard of examination ?—I am afraid so. The parents were very much averse to anything of the sort, and I am sorry to say that in many cases the children come up for admission perfectly ignorant.

7897. Do you not find that admitting them at so low a standard, practically encourages parents to neglect their previous preparation ?—I cannot state that. I can only give you the case of the son of a very excellent man, a clergyman who has twelve children. I myself gave that boy a presentation, but he was a year and a half before he could pass even the standard which was necessary.

7898. How old was he ?—He is now nine. I gave him the nomination in at about seven and a half.

7899. (*Lord Lyttelton.*) Do you believe that if you were to make public an announcement that a certain higher qualification would be required after a given time, you would not get the attendance of boys coming up to the standard ?—It may be so ; we found it very necessary to make the qualification of reading, because, as I stated before the Duke of Newcastle's Commission, it was drawn to my attention particularly by the schoolmistress of the school at Windsor, where the child came not knowing his letters. When I asked the question of his parent, the answer was, "The Queen has given me a presentation ; I knew he "was coming here, and I did not take the trouble to teach him."

7900. Do you believe that that is but one instance of what must happen very often ?—I think it may be.

7901. (*Lord Taunton.*) Do not you think it might be a hardship in individual cases, but that upon the whole it would confer a great benefit by inducing a very large number of parents to educate a large number of boys in elementary knowledge to a greater extent than they do at present ?—It ought to have that effect.

7902. Do you not think it would ?—I should hope it would. My own impression is that it ought. I am very strongly of opinion that there is no reason why they should not teach them sufficiently according to their age before they come to us.

7903. (*Dr. Temple.*) Have the nominations in any case been given by competition ?—No.

7904. It has never occurred to any governor to offer it to the boy that did best in examination ?—No, not that I am aware of. It is by individual patronage.

7905. Is it your opinion that the great inducement to gentlemen to become governors is the power of nominating ?—I should think so.

W. Gilpin, Esq.
27th June 1865.

7906. Do you think it is purely that?—I think that they are very often influenced to do it from kind motives. I think that many a gentleman who has been asked to try and get a presentation, if it has been in his power, has said, "No, rather than do that I will make "myself a governor."

7907. Does it ever happen that governors do not use their nominations?—I have found very few cases of that indeed. It is very rare. It may sometimes happen that a governor says to me, "Do you know "of a good case? I have not one now;" but that is very rare indeed.

7908. Has a governor the right of keeping one boy always in the school?—On each governor's nomination there are generally two boys in at one time.

7909. Every governor has the right of keeping two?—Two of the same family may be in the school.

7910. But not more than two of the same family?—Not more than two of the same family.

7911. Must those two be of the same family?—No, he may put in whom he likes.

7912. He may put in two; but may one governor put in more than two?—No. A governor has the right of nominating, say two in seven years; that is what we have got it to now. He can put in two children of the same family, but he cannot have more than two children of one family in the school at the same time.

7913. Not even appointed by different governors?—No. In the case of the aldermen, as they nominate every year, they have more than six boys in at a time.

7914. (*Mr. Acland.*) It is not like the case of hospital beds, that you can always keep two beds full, but that you take your turn when it comes round to you?—Yes; it is something like that.

7915. Therefore it may happen that a governor may have one boy in, or more than two, or none at all?—Yes. I should like the Commission to understand that about the month of March, after the auditors have reported the state of the funds and the number of children in the house, it is for me to consider how many boys I would recommend to be admitted for the next year, and that of course varies as to the number of beds we have vacant, as to the boys who are likely to go out during the year, and then to fill them regularly up so as to keep the hospital as full as we can.

7916. (*Dr. Temple.*) How long after a governor has become a governor does he get his right of nomination?—If a gentleman presents a cheque to me any time in the month of January he may, after election as a governor, present the following March for his first turn.

7917. How long will it be before he will get another turn?—About four years.

7918. This right of presenting expires with the governor's life?—Yes.

7919. Except, of course, in the case of societies such as the Skinners'?—Yes.

7920. Their right of nomination never expires?—No.

7921. How do they get their turn?—As vacancies occur. As they take their boys out, they have a right to put others in again; that is, independently of the governors.

7922. (*Lord Taunton.*) There is a paragraph in the report of the Duke of Newcastle's Commission to this effect, speaking of the London school:—"With regard to this part of the charity, we have only to "recommend that its benefits should be bestowed, not by patronage, "but as far as possible by merit, in order that parents who bring up

" their children well, and children who are well educated and indus-
" trious, may look to a place on this great foundation as a reward to
" be won by them independently of interest or connexion, and as an
" honour no less than as a pecuniary advantage." Has anything at all been done upon that recommendation ?—No.

7923. (*Lord Lyttelton.*) Has anything been done by the governors in consequence of the report of the Duke of Newcastle's Commission ?—No.

7924. (*Lord Taunton.*) Do you think it would be possible, without altogether doing away with the system of nomination by governors, which brings so large an income to the institution, yet at the same time to ingraft upon the institution this principle which is recommended by the Duke of Newcastle's Commission ?—I have not considered the question, and the governors have not considered it.

7925. You think it has never been taken into consideration ?—I think it has never been taken into consideration.

7926. (*Mr. Acland.*) Have you, yourself, any suggestion to offer by which you think this principle in any way might be introduced ?—No. I have no suggestion to make upon it.

7927. Still I collect that you think it is possible that some way might be devised of not admitting children so absolutely igno.ant as those who are now sometimes admitted ?—I think we might carry the standard further.

7928. (*Dean of Chichester.*) The object is to benefit the parents ?—Yes.

7929. (*Lord Taunton.*) Suppose the governors were allowed to nominate a limited number of boys, who were admitted into competition with others, and that the boys who had done the best should get it ?—Every individual governor can do that if he likes ; he can put his presentation up to competition if he likes.

7930. Do you think individual governors are likely to avail themselves of that ?—No ; because you interfere with the immediate patronage of the individual governor. You must understand that the qualification of reading is the minimum test.

7931. Do you conceive, if the governors were so minded, they have the legal power of making any alteration which would either altogether or in some measure render the benefits of the institution less the subject of patronage and more the subject of competition ?—I do not know ; I cannot answer that question.

7932. (*Mr. Acland.*) Do you see any great practical difficulty in an arrangement being made, if the governors so thought fit, to make the exercise of this patronage subject to competition ?—I confess I would rather not answer the question, as I am only an individual amongst the governors. I do not wish to give an opinion upon it.

7933. (*Dean of Chichester.*) The governors would cease to exist, would they not ?—Yes. I was going to say with reference to that portion of the Duke of Newcastle's report which says it might be better to do away with further donations ; I think it right to say this, that during the last few years when, as I have stated, these donations have come in very much more rapidly and to a larger extent, a great number of them have come from the old "blues" who have been brought up in the school and have been successful in life. I think you would find that they would be very much hurt if such a step were taken, as to deprive them of being governors of this institution.

7934. (*Lord Taunton.*) Still you do not think their rights would be aggrieved if some pretty good preparatory training were required of every boy before being admitted to the school ?—No ; I was speaking

W. Gilpin, Esq. 27th June 1865.

with reference to the recommendation of doing away with benefaction governors altogether.

7935. Have you ever had it in contemplation to transfer the whole establishment to some place less surrounded by buildings ?—Never.

7936. I think, with regard to the health of the boys, you say—and indeed, from looking at them, it is very obvious—that there is no reason to complain ?—None whatever. I hope you will permit the medical officer to put in a paper upon that, because it is a most wonderful document. (See Tables appended to Mr. Stone's evidence, after *Q.* 8814.

7937. For other reasons, has that question of the removal of the buildings never been entertained by the governors at all ?—No, not by the governors during my connection with the hospital.

7938. (*Mr. Acland.*) Has it ever been proposed in the committee of almoners ?—No ; there was a notice given by a governor, I think, three or four years ago, that he should bring forward the subject at the next court as to the removal of the school, but he withdrew it.

7939. Would you object to state what you consider the advantages of remaining on the present site ?—My impression is that there is a great benefit to the boys in getting them out in life, because while they are here they get so much associated with all the city houses ; those who do not go to college are constantly getting employment in merchants' houses and banking houses, and in things of that sort : that we find to be of immense advantage to the children.

7940. Will you be kind enough to explain what you mean by associating with city houses ?—With their different governors, many of whom, of course, are merchants and bankers, and things of that sort. They very seldom forget their boy, when he goes there occasionally on a holiday, the governor will say, "When are you coming out ? I will try to get you a berth."

7941. (*Lord Taunton.*) It is altogether a boarding establishment, you have no day scholars at all ?—No.

7942. Would those advantages be materially diminished if the school was at a short distance from London ?—I think they would be materially diminished. I do not know that they would, as far as the children are concerned, but I think they would as to the management of the hospital. I do not think you would get a committee of governors to go out of town and to attend as they do now. We have never a committee of less than 20 or 25 gentlemen, and if they were to go down into the country I think it would end in the management being handed over either to the head master or to somebody else.

7943. (*Lord Lyttelton.*) Do you mean that as it now is, boys go on half-holidays to see those merchants ?—Yes ; they have a whole holiday once a month ; and every boy who is put down on the friendly list can go out. There are several parents who will not allow their boys to go out at all, and no boy is permitted to go out without the sanction of his parent or friend. If the warden is communicated with, the boy is permitted to go, and has to return at the hour laid down, and two half-holidays a week are given to boys whose parents write for them to come out.

7944. You mean that the effect of that is that those boys are kept in the minds of the London people more than they would be if the school were removed in the country ?—I think so.

7945. (*Lord Taunton.*) There would be no difficulty affecting the removal, the property must be very valuable ; if there was a transfer to be made, you could easily find the means of obtaining an establishment elsewhere ?—The value of our property is perhaps not as much

as might be imagined. And there are some serious difficulties which I need not now mention.

7946. (*Mr. Acland.*) What is the area of the site?—About five acres.

7947. Have you any idea at all what is the value of that land?—Not the slightest and nobody could give it to you.

7948. (*Dr. Storrar.*) That portion which is now appropriated to the gymnasium has, I believe, been recently acquired?—Yes.

7949. What did you pay for that?—

	£
For the site of the compter the money asked was - - - - - -	17,640
The property offered in exchange by Christ's Hospital was - - - - -	15,267
Therefore we had to pay - - -	2,373

7950. What is the precise extent?—Almost half an acre. A very small piece was reserved by the City for setting back the houses in Newgate Street.

7951. (*Lord Taunton.*) Was it brought fairly into the market or was any favour shown to the school?—There was a valuation between the surveyor of the Corporation of London and the school surveyor, it was settled ultimately by an umpire. It was referred to Mr. Norton; this is the report to us.

"I beg to report that in pursuance of the order of committee, I have met Mr. Bunning, the surveyor to the Corporation of London, on the subject of the value of the site of the Giltspur Street Compter, belonging to the corporation, and also of the value of the premises, Nos. 165, 166, and 167 Fenchurch Street, Nos. 1, 2, and 3, Ingram Court, and 71, Gracechurch Street, belonging to Christ's Hospital, and offered in exchange for the site of the Compter, subject to any adjustment of the values respectively, as we the surveyors or our umpire in case of difference shall determine. A difference having arisen between Mr. Bunning and myself, we accordingly on the 9th of December last, referred it to Mr. Daniel Norton, of Old Broad Street, authorizing him to determine the value of the said properties, and agreeing on behalf of the freeholders respectively to be bound by his determination and award. Having duly attended Mr. Norton and made our respective statements before him, that gentleman on the 24th of January last made his award as follows:—

	£
For the site of the Compter - - - - -	17,640
For the property taken in exchange by Christ's Hospital -	15,267
	£2,373

7952. (*Mr. Acland.*) In fact all that was really settled was the balance of value in favour of one of the sites, and the intrinsic value was never put up to competition?—No; it was a purchase by the hospital from the City of London.

7953. It was in fact settled by a negotiation?—Yes.

7954. Therefore all that was really settled was that one site was worth 2,373*l.* more than the other?—Yes.

7955. And no settlement by public competition was ever arrived at as to the intrinsic value of the property as a whole?—No I think not.

7956. (*Mr. Baines.*) I understand that one was valued at 17,000*l.* and the other at 15,000*l.*?—Yes.

7957. (*Mr. Acland.*) Would it be difficult to get an estimate of the

W. Gilpin, Esq.
27th June 1865.

value of the property in this neighbourhood?—Yes. I think if you sent for our surveyor he would tell you he could not give you any idea about it. I will give you an instance; only a few weeks ago in the city of London there was a ground rent received by the governors of four houses, two in Old Broad Street, and two in Adams Court, leading out of Broad Street. These four houses have been held upon a ground rent of 148*l.* a year for some years; it has now run out, and our surveyor said he could not give any idea of the value, and it ought to be put up to public tender. It was put up to public tender, and it has now been let at 1,325*l.* ground rent, and they are to lay out about 7,000*l.* upon the property; that only occurred a month ago, and therefore it is impossible to say what the value of this place may be.

7958. (*Lord Taunton.*) What is the extent of the gymnasium that you have recently bought?—Almost exactly half an acre.

7959. (*Mr. Acland.*) You stated just now that the effect of removing the situation a little further off, would be to throw the management into the hands of the head master; what would be the great objection to do that, inasmuch as it is commonly supposed that schools are better managed when the head master is the principal manager?—The school has always been managed by the governors. You would take from them all their rules and regulations; that would be making an entire change from beginning to end.

7960. Would you be so good as to point out what you consider the great advantage of meetings of 25 governors from time to time in conducting the school?—I can only say in reply to that, it seems to have worked very well; it has always worked very well under the present management.

7961. Is it your decided opinion that a school is better managed by a body of gentlemen who are in business, than by the principal person concerned in the teaching and discipline?—I think in a school like this it may be so, because parents have frequent communications with the committee on subjects which they very likely would not wish to have with the master of the school.

7962. (*Lord Lyttelton.*) How far do the governors interfere with the studies of the school?—They make their own rules about it, but whenever a master recommends anything it is always granted.

7963. (*Dean of Chichester.*) The master may choose his own books?—Yes.

7964. (*Mr. Acland.*) You have one institution in the country; will you be so good as to point out in what respect Hertford is worse managed than the institution in London?—It is not worse managed in any way.

7965. Then why might not the same method of management be adopted for the whole institution as is now adopted for Hertford?—It is a question for the governors. I do not know that it might not work well, but I believe that is the general feeling; of course there might be a division among the governors about it. I know that the governors thought it acted so well that they were nearly bringing forward the question of adding to this place, and if we continue here we must add to it; therefore when this Commission met, we held our hands until we heard what was likely to be done. There is another advantage in the Hertford establishment, which is this, that all the younger children go there, and they have all their infantine disorders before they come here; that is why the London school is so very healthy. We have a great deal more illness at Hertford than here.

7966. (*Lord Lyttelton.*) What is the age at which children are generally admitted to the London school?—Clever boys I think between

eight and nine, and dull boys, or boys ill-prepared before entrance, from 10 to 11½.

7967. (*Mr. Baines.*) And at Hertford ?—They can be admitted at seven, and the child is eligible from seven to 10.

7968. Is the Hertford establishment under the management of the same governors and committee ?—Yes, entirely.

7969. And under you ?—Yes.

7970. You are treasurer for that as well ?—Yes.

7971. How often do they go down there ?—Two every month ; the whole committee have an annual visitation, and I go myself as occasion requires, four or five times a year.

7972. (*Mr. Acland.*) The head master at Hertford does not come up to meet the governors here ?—No, not unless we send for him.

7973. (*Mr. Baines.*) Is the health of London within the bills of mortality good as compared with other cities and towns ?—Yes.

7974. I believe it stands high, does it not ?—Very high indeed.

7975. London is admirably sewered, I believe ?—Yes.

7976. (*Mr. Forster.*) It appears to be your opinion that the school does not suffer in point of health ?—Certainly not.

7977. Have the governors any reason to believe that it suffers in point of morals from the boys having some sort of access to the city ?—I have not heard them express it.

7978. You never have had any bad effects from that cause brought before you ?—No.

7979. The health of the boys is decidedly better than at Hertford ?—Decidedly.

7980. That you would attribute to the seasoning which takes place at Hertford ?—I think so, and the health of this place.

7981. Not to this situation being more healthy than that at Hertford ?—Yes, I think it is more healthy than at Hertford. Hertford lies very low.

7982. (*Mr. Baines.*) Are you on gravel here ?—Yes.

7983. (*Mr. Forster.*) Can you give us the number of the London-born boys as compared with the country boys ?—It would be a very difficult thing to give that.

7984. You do not make a note of that ?—No, merely a note of where they come from, but not where they are born.

7985. Could you give an estimate of the numbers that come to you straight from the country as compared with those who come from the metropolis ?—We could give you some sort of idea. I think more from the country.

7986. (*Lord Lyttelton.*) Is the school in the town of Hertford ?—Yes, just on the outskirts.

7987. (*Mr. Forster.*) You say more from the country ?—My impression is that more come from the country than from London. The penny postage has so enabled parties in the country to canvass for the presentations, and they canvass also from Ireland and Scotland, that we have more children from distant parts than used to be the case. I should think there would be more from the country than from town.

7988. Has your physician ever given you reason to suppose that boys coming from the country suffer from coming to London ?—No, I have not asked him that question.

7989. I understand you made a statement to the Charity Commissioners as to the position of the parents ?—Yes.

7990. Perhaps you can give us a copy of that ?—I will do so. (*See* Appendix C. to Duke of Cambridge's evidence.)

7991. When you speak of the advantage to the boys' future life of

W. Gilpin, Esq.

27th June 1865.

being in London, I suppose you meant that persons who have situations to offer are constantly in the habit of coming to the school?—Constantly.

7992. Have you anybody that is not a governor coming and asking for a boy that can be recommended?—Yes, constantly.

7993. You think from its being in the city itself, that there is more probability of these situations being filled up by your boys than if they were some miles off?—That is my impression.

7994. (*Dr. Storrar.*) What is the extent of ground appropriated to playground in the hospital?—It is about two acres and a quarter.

7995. Two acres and a quarter to how many boys?—750 boys.

7996. They cannot play cricket there?—No.

7997. In fact the games must be limited by the extent of the ground?—Certainly.

7998. Have they any opportunity of getting to water?—Yes. The Grecians may go to baths whenever they like, and when they are out they may bathe wherever they like. The other boys in the summer time are sent to a pool called "Peerless Pool," not very far from here, and there they bathe by themselves.

7999. That is the Peerless Pool Charles Lamb alludes to?—Yes. They go there two or three times a week by wards.

8000. (*Mr. Forster.*) Does that pool belong to you?—No; we pay so much a year for it, and at the hours when the boys go, nobody else goes there.

8001. What is the size of it?—About 170 feet long and upwards of 100 feet wide. It is the largest open-air bath in London.

8002. (*Mr. Acland.*) What is the depth?—It varies from about 3 feet 6 inches at the "half circle" to about 5½ feet at the other end.

8003. (*Lord Taunton.*) Will you have the kindness to state generally what are the relations of the masters to one another. What is the general control that the head master has over them, if any, and in short, what is the organization of the whole system of instruction as regards the masters?—The grammar school is under the superintendence of Dr. Jacob, and he, of course, has the under masters under him.

8004. Under his absolute control?—Under his control. They are divided into two departments. He has of course his own head classs. The mathematical school is under the Rev. Mr. Webster, and he has his assistants

8005. Is he controlled in any manner or in any degree by the head master?—No; that school is entirely separate.

8006. (*Dean of Chichester.*) Is he under the direction of the warden?—No; the masters are in no way under the direction of the warden. The English school is under Mr. Bowker. He has the entire management of that school. The commercial school is under Mr. Sharp, the drawing school is under Mr. Back, and the French school under the Rev. Dr. Brette.

8007. (*Lord Taunton.*) Independently?—Yes. And then the Rev. Mr. White is the master of the Latin school.

8008. (*Mr. Acland.*) When you speak of schools you do not mean separate sets of boys, but separate departments of instruction?—Just so.

8009. Does that apply to all the departments which you have spoken of?—Yes.

8010. The commercial school is not a separate set of boys?—No; it is so many hours a day.

8011. (*Lord Taunton.*) Do any boys participate in the instruction in all these different schools?—Yes.

8012. How is the arrangement made of hours given to a particular branch of learning. Has the head master general control over that,

W. Gilpin, Esq.

27th June 1865.

or where does it rest?—It has been settled under a scheme by the masters themselves.

8013. (*Lord Lyttelton.*) Approved by the governors?—Yes.

8014. That is by the committee of almoners?—Yes.

8015. (*Lord Taunton.*) Can you put in that scheme?—I think you would get that better from the masters themselves.

8016. Do all the boys participate equally, and in the same manner in the instruction given in all these schools, or is there any difference made in regard to their capacities?—The mathematical boys are different from the others. The mathematical school is an independent school of itself. There are 40 under the charter of King Charles the Second.

8017. (*Lord Lyttelton.*) The commercial boys are also independent of the others?—No; they take part of their studies in the other schools.

8018. But the mathematical boys do not?—Some of the mathematical boys do, but not what we call "King Charles' Boys."

8019. (*Mr. Acland.*) How many of them are there?—Forty.

8020. (*Lord Taunton.*) Do you mean that those boys learn nothing but mathematics?—No; they learn French, drawing, and everything of that sort.

8021. But no classics?—I think they learn very little classics.

8022. (*Mr. Acland.*) With the exception of the 40 naval or mathematical boys, all the boys are generally subjected to the same course of instruction?—Yes.

Rev. G. A. Jacob, D.D.

The Rev. George Andrew Jacob, D.D., called in and examined.

8023. (*Lord Taunton.*) I believe you hold the situation of upper grammar master and chaplain in this institution?—Yes; I am called the "Upper Grammar Master." There is no officer expressly termed "Chaplain," but I act in that capacity.

8024. How long have you held this situation?—Twelve years.

8025. You were appointed, I believe, by election of the governors?—Yes.

8026. Did you receive your education at Christ's Hospital?—No; I did not.

8027. You are a graduate of the University of Oxford?—Yes.

8028. What is your general control over the system of instruction in this institution, as separated from that which you directly teach as a master?—I should say none whatever.

8029. You are in fact the master of a particular school?—Yes.

8030. How many boys are contained in that school?—In the upper grammar school, over which I have a partial control, the number when filled up is about 200.

8031. That is the classical school?—Yes; only the classical school.

8032. From the evidence already received I apprehend that you have a very limited control over the discipline of the boys, and that your functions are almost confined to direct instruction?—Yes.

8033. Have you experienced any inconvenience from this unusual separation of the functions of instructor from his obligation to maintain a good tone of discipline, and what may be called a good moral training among the boys?—I should rather not express any opinion upon that subject.

8034. (*Dr. Temple.*) The number of boys, you say, is about 200. How many classes are they arranged in?—There are four classes,

Rev. G. A. Jacob, D.D.

27th June 1865.

called "The Grecians," "The Deputy Grecians," "The Great Erasmus" and "The Little Erasmus."

8035. Is there a separate master for each class?—The Grecians and Deputy Grecians are especially under me. I have an assistant-master, selected by myself and appointed by the governors, to assist me in those two classes. Each of the other classes, the Great Erasmus and the Little Erasmus, has a separate master of its own.

8036. How is it determined whether a boy shall go into "The Great "Erasmus," or "The Little Erasmus," or into what class he shall go?—The promotions from one class to another are made twice a year with the exception of the Grecians class, in which they are only made once a year; and the master below sends up to the master above him those boys whom he selects for promotion.

8037. Have you any control upon the admission of boys into this part of the school which is under you?—No.

8038. Do you ever find that they come up not so well prepared as you would expect or wish?—I have no direct means of knowing how well or ill-prepared they are when they come into this school.

8039. Have you no control over the Little Erasmus?—I have a control over the Great and Little Erasmus so far as this,—that it rests with me, subject to the authority of the committee, to decide what books shall be used in those classes in the grammar school; and I believe I might, if I thought it necessary, say what particular lessons they were to learn, and on what days.

8040. Do you ever examine them?—I have of late years examined the Great and Little Erasmus once a year by the direction of the Committee.

8041. You do not therefore examine them periodically in the course of the year?—No.

8042. Can you state about what level of attainment they generally reach before they come into the Little Erasmus?—I cannot state this from my own knowledge at the present time; but some years ago, when I used to examine the classes below the Little Erasmus, I generally found them deficient in a practical knowledge of elementary grammar.

8043. At what age do they generally come in?—From about 13½ down to 10 years.

8044. What books do they read after they have come in?—In the Little Erasmus they read Sallust and Virgil.

8045. Any Greek?—The *Analecta Minora* and the "Rugby Greek Sentences."

8046. What exercises are they doing?—They use Ellis's exercises and Arnold's Greek Accidence.

8047. Any Latin verses?—They learn the elements of versification from Arnold's First Verse Book.

8048. You say you found them rather deficient in grammar, where should they have learnt their grammar?—In the lower classes.

8049. That is in the lower grammar school?—Yes.

8050. Who is the head of the lower grammar school?—There is no head; the first master is Mr. South.

8051. Is there no one responsible for the whole of it at all?—No. Our system is not to have heads; the treasurer and the committee are the heads. At Christmas when I examine the upper grammar schooi, Mr. South, who is the first master of the lower school, examines that school and reports to the committee, just as I give in my report for the upper grammar school.

8052. In fact each master attends to his own class?—That is pretty much the case, subject to the committee.

8053. How do you arrange that the lessons in the one class shall prepare for the class above them?—I do not know that there is any express arrangement for that purpose. The lessons of the different classes were settled some years ago.

8054. Would it not be better in your opinion that there should be an arrangement for that purpose?—If you will excuse me I would rather not express any opinion at all; I will state any facts I am acquainted with, but I should prefer not expressing any opinions.

8055. In the upper grammar school do they learn anything besides classics?—Yes; they have some divinity lessons.

8056. Any history?—Yes, the Histories of Greece and Rome, elementary or enlarged according to the class.

8057. Any arithmetic or mathematics?—Yes; but then that has nothing to do with the grammar school.

8058. How do you arrange for the division of the hours between classics and mathematics?—All the classes, except the Grecians and Deputy Grecians, throughout the school are divided into two divisions, which are called the morning and afternoon divisions, or first and second divisions. Each of those divisions comes into the grammar school at one time, and the other part of the day it is in the writing school, the English school, the French school, or some other school.

8059. You have nothing to do with them except while they are in the upper grammar school?—No.

8060. How many hours a week are they in the upper grammar school?—Alternate weeks in the morning and afternoon. The hours in the morning are six times three, three hours each morning—18. The hours in the afternoon are four times three—12.

8061. And the other half-day is given to the other schools?—Yes.

8062. Can you state what is the system on which they are sent to these different schools; I suppose there is some complete programme?—Yes; there is nothing on paper that I know of, but it is understood that a boy at such a day or hour is to go to the writing, the English, or the French school.

8063. Who draws up the system by which that is arranged? is it settled by the committee or by the masters among themselves?—I suppose it was originally settled by the committee; and each half-year when removes are made from one class to another, it is a good deal determined by a boy's place in the grammar school, where he shall be in other schools. If a boy is moved up, for instance, from the lower school to the Little Erasmus, then he usually has to make a corresponding move in the English school, and so on with others.

8064. Do your masters ever meet to discuss these arrangements?—No, not that I am aware of. Sometimes I have asked the masters of the upper and lower grammar schools to meet me if there was anything which I thought it desirable to confer with them about. But this has been very rarely done.

8065. When you have so met, have you discussed the studies and the arrangement of them?—No, I do not remember any such discussion.

8066. Would there be any objection to your doing so, do you think?—No; if we liked to do so I do not know that there would be any objection; but we should have no authority to make alterations.

8067. Do you ever meet the masters of the mathematical or French schools to discuss the times at which it would be most convenient that the boys should go to them and the work that they should do?—No, but the head French master has conferred with me about the times of attendance in the French school, when he wished to propose some alterations to the Committee.

Rev. G. A. Jacob, D.D.

27th June 1865.

8068. Do the boys learn any natural science or physical science of any sort?—No.

8069. Half of the time is apparently given to classics and half of the time to mathematics and French?—Yes; to writing, French, drawing, and anything else that they learn.

8070. How much of that half is given to mathematics?—I cannot say.

8071. (*Lord Taunton.*) Are the physical sciences taught in any degree or manner in this school?—Among the Grecians or Deputy Grecians some of those sciences are taught, mathematically. Mechanics, for instance, or any other physical science which is studied mathematically is taught, but not in any popular manner.

8072. (*Lord Lyttelton.*) Chemistry, physiology, and botany are not taught?—No. We had a series of lectures in chemistry delivered last year in the hall, but boys were not examined in the subject, and were not expressly required to attend.

8073. (*Lord Taunton.*) Have you any objection to state whether in your opinion it would not be desirable that some instruction in physical sciences should be introduced into the education of the boys?—I think, speaking of boys in general, it is desirable that they should be taught something of the kind, but whether it could be introduced conveniently here or not I have never formed any opinion.

8074. I believe you have materially differed from the governing body of this institution on various points with reference to the instruction of the pupils?—Yes.

8075. (*Dr. Temple.*) The Grecians and Deputy Grecians are more entirely in your own hands?—Yes, they are specially in the grammar school under me.

8076. How many are there in these two schools?—When the number is full the number of Grecians is limited to 25, and Deputy Grecians to 40.

8077. Those 65 are entirely under your own teaching?—Yes, in the grammar school; part of their time they are in the mathematical school under the mathematical master.

8078. How many hours a week have you the Grecians and Deputy Grecians? Are they under the same rules as the rest of the school, going half their time away from you?—No, they are not divided, except in this way: each of those two classes goes for three half days to the mathematical school.

8079. But otherwise you have them entirely?—Yes, I have them all the other time. The French which they learn they take in the evening, after ordinary school hours.

8080. Do you yourself give them any instruction besides classics?—Only in divinity lessons, and in Grecian and Roman History; the Deputy Grecians also learn a little ancient and modern geography.

8081. Have you any control over their mathematical lessons?—No.

8082. What is their present number?—The present number of Grecians is 21 and of Deputy Grecians 41.

8083. They are picked boys out of the whole school, are they not?—The Deputy Grecians are filled up from the class next below them, "the Great Erasmus," as it is called.

8084. But they are very often boys of some talent being picked from a large number?—They are sometimes. As a matter of fact I should say they do not appear to be boys of so much talent as you might suppose; from some cause or another only a few of those who come into that part of the school, are boys of talent.

8085. (*Lord Lyttelton.*) Is the present state of instruction and

arrangement of the London school in accordance with the report of the sub-committee on education which was presented nine years ago ?—It is mainly so, but there have been some modifications since.

8086. What are the chief modifications which have been made in the system as recommended in this report ?—I could not say without having the report before me.

8087. But is it mainly in accordance with this report ?—Mainly so.

8088. (*Mr. Acland.*) It seems that the direct control of every class and the settlement of the work which they have to do is practically settled by a committee which in fact is the head master ?—The committee with the treasurer is the head master.

8089. Are there any gentlemen on that committee who take a particular interest in the details of the work of the school ?—I think, as far as I have observed, that Archdeacon Hale has interested himself more than anybody else in the school work.

8090. Do any other gentlemen co-operate with Archdeacon Hale ?—There are probably others, but there is no one whose name seems to be so prominent as his. It is, however, only accidentally that I am at all acquainted with what goes on in the committee.

8091. Do you then receive your instructions, not from Archdeacon Hale, or individual members of the governing body, but from the treasurer or his clerk ?—Generally the formal instructions are in a letter from the chief clerk.

8092. In writing ?—Yes.

8093. Is it the habit of this committee of almoners to see you and talk these matters over with you, or to see the masters generally ?—Sometimes, especially when any new plans are introduced, such as the new scheme referred to just now, the committee send for different masters, for me and for the head mathematical master, and the chief masters in the other schools, and lay before us any proposed alterations, and which are connected with our own schools, and they then ask us to express an opinion about them.

8094. When, as must constantly happen in a great school, improvements have to be considered, does the initiative of those improvements proceed from those who are actually concerned in the teaching making their proposals, subject to a controlling body, or is it the practice for the masters to remain passive and wait for the initiative to be taken by those above them ?—Sometimes, if any master thinks that a special improvement or alteration is wanted in his own school he will report it to the treasurer, and through him to the committee ; that proposal is then taken into consideration, and either something is done in accordance with it, or it is not done. But the usual practice is for the masters to wait for the initiative to be taken by the Committee.

8095. It may be inferred from a former answer of yours that those reports very often produced very little result ?—My reports I think have produced but little result.

8096. (*Lord Taunton.*) Have you the opportunity of free communication with the committee ?—No ; I should not say that I had the opportunity of free communication. When they wish to see me or any of the other masters they send for us.

8097. (*Lord Lyttelton.*) Is it not open to you to write to or address them at any time ?—I might do so certainly, if I thought it would be of any advantage.

8098. (*Mr. Acland.*) Are many of the committee of governors gentlemen who have taken degrees at the university ?—No, I believe not.

8099. Is it the fact, that in point of scholarship Archdeacon Hale

Rev. G. A. Jacob, D.D.

27th June 1865.

has it pretty much to himself?—I do not know. Dr. Brown, the head master of the Charterhouse, has lately become a committee governor.

8100. Is it the fact that Archdeacon Hale and Dr. Brown are the principal scholars on the committee?—Yes, as far as I am aware.

8101. So that virtually, as long as they can carry the governors with them, they stand to you very much in the relation of the Provost of Eton to the masters of Eton?—I do not exactly know what influence Dr. Brown has with the committee; but Archdeacon Hale is a very old member, and has great influence I believe.

8102. Is it the fact that the commercial governors, if I may use that phrase without offence, interfere much in the instruction?—I cannot tell. I know nothing except the results.

8103. In fact, you receive your orders through the clerk?—Yes, sometimes, or the committee will send for me, and give me their instructions *vivâ voce*.

8104. (*Lord Taunton.*) Do you find any inconvenience from that division of authority with regard to discipline, which appears to exist between the warden and yourself?—I have nothing to do with the boys out of school. It is part of the system of Christ's Hospital, that boys out of school should be entirely under different control.

8105. Do you believe that to be a necessary consequence of the unusual number of boys collected together in one school, or do you believe that the master and masters might usefully be vested with that authority which is generally placed in them over the discipline and moral habits of the boys out of school as well as in school?—I should like only to say that I do not know any reason why this school should not be on the same footing with regard to discipline and government as Eton or Rugby, or any other great school in the country.

8106. You think there is nothing in the great number of boys to prevent that being done?—I think there is nothing in the number of the boys to prevent this. The number is not greater than at Eton; indeed, it is not so great.

8107. (*Mr. Forster.*) Do we understand from you that in cases in which discipline has to be used for anything done in school, you have not the power of exercising that discipline?—The monitors who keep order in the large grammar school, report disorderly boys to me, otherwise I have the power of exercising discipline only in my own classes.

8108. In your own classes?—Yes. If any offence or anything wrong has occurred in school among the Grecians or Deputy Grecians, I am the person to enforce the discipline.

8109. In that case you have full discretion, and there is no appeal from you to the warden?—No, there is no appeal from me to the warden. There is an appeal from me to the treasurer and the committee.

8110. (*Lord Lyttelton.*) Is there an appeal from the other masters to you?—No, each master has authority to punish his own boys.

8111. (*Dr. Temple.*) When you say there is an appeal from you to the treasurer or committee, do you mean that if you were going to punish a boy he might complain and delay the punishment until the treasurer had investigated it?—Yes, I do mean that.

8112. (*Mr. Forster.*) Is that ever done?—Yes, a case of that kind occurred with myself.

8113. Do you object to saying whether you use corporal punishment for offences in school?—Corporal punishment is allowed in school. I have not used the rod for a good many years. I did do so when I first came, and I still use the cane occasionally.

8114. There is no arrangement of the discipline by which you would

not be able to inflict corporal punishment if you thought fit?—I should not be allowed to use it for the Grecians.

8115. Nor anyone else perhaps?—Yes; I might for the Deputy Grecians.

8116. The Grecians are emancipated from corporal punishment altogether, by the warden or anyone?—Yes.

8117. (*Dean of Chichester.*) The committee of almoners regulate the whole establishment, do they not?—Yes.

8118. They do not directly interfere with the master of the grammar school?—Yes, they do directly interfere.

8119. They do not leave him free to regulate the school?—No, it is subject to their directions.

8120. Do not they allow him to select his own books?—For the upper grammar school I am at liberty to select the books. For the lower grammar school I recommend the books, and the committee approve of them or not, as they think proper.

8121. (*Lord Lyttelton.*) The theory is that the power of the committee is unlimited?—Yes.

8122. (*Mr. Forster.*) Do you make much use of prizes?—Yes; there are prizes every half year given to every class in every school.

8123. (*Lord Taunton.*) There are, I believe, valuable exhibitions attached to Christ's Hospital?—Yes, the exhibitions which the Grecians have are very valuable and numerous.

8124. How are they elected to these exhibitions?—Those who continue in the Grecians' class to the end of their third year, are recommended to the committee by me to receive the exhibitions which are then vacant. Formerly, all boys who were made Grecians continued in the class three years, and when the seniors left the school, an equal number were promoted from the Deputy Grecians to fill their places. But three years ago the authorities made a new arrangement, according to which 12 new Grecians are to be made each year, and to be called probationers. At the end of their first year, eight of these 12 are to be selected for the second year, and to be called Full Grecians, the remaining four leaving the school. At the end of their second year five of these eight are to be selected for the third year, and to be called exhibitioners, the remaining three leaving the school.

8125. Do they ever interfere with your selection in that respect, or are you left to the uncontrolled power of selection?—There is no selection. The exhibitions are given to those who are at the end of their third year.

8126. No examination is necessary?—No examination for the exhibitions.

8127. It is the result of having obtained a certain situation in the school?—Yes.

8128. (*Dr. Temple.*) But that situation has been obtained by merit?—Yes. They are made Grecians by the committee on the recommendation of the head mathematical master and myself, who select them from the Deputy Grecians.

8129. (*Lord Lyttelton.*) It is a mark of eminence among the boys?—Yes.

8130. Obtained by industry in their studies?—Yes.

8131. (*Rev. A. W. Thorold.*) After examination?—The head mathematical master and myself do not examine Deputy Grecians specially with a view to making them Grecians, because they have been under us all the half year, and probably two or three years before.

8132. Is there any competition in the school generally to attain the place of Deputy Grecian or Grecian?—I think generally the difficulty

Rev. G. A. Jacob, D.D.

27th June 1865.

with us has been to find a sufficient number of boys advanced enough to be Grecians.

8133. (*Mr. Forster.*) The determination as to whether they should be Grecians, and therefore whether they should be put in a position ultimately to get the exhibitions, rests, I understand, entirely with you and the head mathematical master?—Yes, we recommend them to the committee, and they appoint them.

8134. Then in fact the boys getting into the position in which alone they can obtain the exhibitions depends upon you and the head mathematical master alone; the committee do not interfere in that?—No.

8135. (*Lord Taunton.*) Do you find that these exhibitions operate as a great stimulus on the boys to exertion?—I think sometimes no doubt they do, but they are so numerous now that, as I was observing, the head mathematical master and myself generally have a difficulty in finding a sufficient number of boys whom we think advanced enough to be made Grecians.

8136. Do you believe that they are now so numerous as somewhat to defeat the object for which they were established?—I would not say that they defeat the object for which they were established, because, perhaps, I do not clearly know for what object they were established.

8137. I mean the object of promoting special exertion among the boys to distinguish themselves. If these advantages come as a matter of course, they must in some degree neutralize that effect?—They do not come as a matter of course, because if the head mathematical master and myself found that a boy was quite unfit to be made a Grecian he would not be made a Grecian.

8138. (*Mr. Forster.*) I understand your answer merely means this, that you and the head mathematical master find some difficulty in filling up the number of Grecians, because you do not find that the boys who are of that age, who would naturally be Grecians, to so great an extent as you wish, have the amount of knowledge which you think necessary?—Yes.

8139. (*Lord Taunton.*) Have the parents any option at all as to the studies which their children are to follow?—I think none, except to say whether their children are to go into what is called the naval school or not.

8140. (*Lord Lyttelton.*) In this report it is stated that the subcommittee was appointed to consider among other things the propriety of allowing the parents and guardians of each child to select the branch of study upon which such child shall enter. Was anything done in pursuance of that?—Nothing that I know of, except to negative it.

8141. Was that recommended in this report?—No, not that I am aware of.

8142. (*Mr. Baines.*) Does the term "Grecian" imply that they learn Greek, or is it an honorary title?—It is at present only an honorary title. I suppose originally they were the only class who did learn Greek.

8143. It is not so at present?—No.

8144. Many more learn Greek than those called "Grecians"?—Yes, the boys begin to learn Greek as soon as they come to the London school.

8145. (*Dr. Storrar.*) Do the Grecians and Deputy Grecians fairly represent the talent of the school?—I think that there are many clever boys in the school who never come into those classes.

8146. Can you assign any reason for that?—I could only express an opinion, which I had rather not do.

8147. Have you reason to believe that boys find their way into the position of Grecians and Deputy Grecians who are inferior in ability to boys who do not?—Some, I think, do.

8148. Does that arise from their taking the mathematical direction of the school, or from other causes?—From other causes.

8149. (*Mr. Acland.*) How is the school examined?—The examinations take place twice a year.

8150. By whom are the examiners appointed?—By the committee.

8151. Are they selected annually from the universities?—No. The external examiners, that is examiners who are not masters in the school, are selected by the committee; generally some persons of learning, masters of schools, or otherwise, residing in London.

8152. Is it the practice to have the same examiners, or to change them?—To have the same examiners.

8153. Who were the classical examiners on the last occasion?—Dr. Kynaston, the high master of St. Paul's school, examined the Grecians and Deputy Grecians. Mr. Bell, an old Grecian, tutor at Worcester College, and who has lately been appointed the second master of Dulwich College, examined the Great and Little Erasmus. Archdeacon Browne, formerly classical professor at King's College, and Mr. Hudson, one of the masters of St. Paul's school, examined the other classes.

8154. How long have those gentlemen respectively discharged those duties?—A great many years; Dr. Kynaston for 13 or 14 years. Professor Browne for several years. Mr. Bell and Mr. Hudson were appointed last year.

8155. Do they act in any degree in concert, or independently?—Independently.

8156. Do they act in communication with you at all?—No. They fix the time when they will come and examine, and they make their report to the committee.

8157. Do they examine on the work actually done in the school, or generally?—They examine on the work done in the school. Every examiner has sent to him a list of the boys in the classes that he has to examine, and a list of the work they have been doing.

8158. Do you see their reports?—Yes; I do generally see them by the permission of the committee.

8159. Is the examination generally conducted on paper or *vivâ voce*, or both?—The Grecians and Deputy Grecians are examined to a great extent on paper, as well as *vivâ voce*. The Great and Little Erasmus have a little paper work. The examination of the other classes, I believe, is all *vivâ voce*.

8160. Is any part of the examination, either the questions or the results, made public?—No. The practice is that on the day when the reports of the examiners are given in—a day fixed upon by the committee—each master is called in before the committee, and the report on his class is read to him, and the committee make any remarks that they think proper.

8161. Then nothing is made public?—Nothing.

8162. Are there any prize compositions which are made public or publicly recited?—Yes, there is a prize for Latin hexameters, left by will by a benefactor named Richards, for the Grecians. That is recited on St. Matthew's day in the hall.

8163. Is that the only prize exercise?—That is the only special prize of that kind. Except that I have generally given a prize for

Rev. G. A. Jacob, D.D.
27th June 1865.

English verse; and on St. Matthew's day the Grecians recite English, Greek, Latin, and French orations which they have composed, together with translations which they have made from English poets into Latin and Greek verse.

8164. (*Lord Lyttelton.*) The whole school is examined down to the lowest?—Yes.

8165. (*Dr. Storrar.*) Besides those boys who get exhibitions to the universities, are any number of them subjected to any public examinations; such as the Oxford and Cambridge middle-class examinations?—No; none are examined at any of those examinations.

8166. Do you know of any boys that have gone in to the matriculation examination of the University of London?—I think some of them have done so after they have left the school, but it would be some years after they had left.

8167. But not direct from the school?—Not direct from the school. The boys in general leave at 15, unless they become Grecians.

8168. In a former answer you expressed the opinion that the position of Grecian and Deputy Grecian did not necessarily represent the talent of the school; would you say that it represented the attainment of the school?—Yes, certainly it does. In saying that it did not represent the talent of the school I should wish not to be misunderstood. All that I mean is, is that I believe all the clever boys do not come up into those classes; that there are a certain number of more or less talented boys who never do find their way into those classes.

8169. (*Mr. Baines.*) But you must cover yourself by attainments. If the attainments are the greatest, that is what one would expect and what is right, they should be among the Grecians if their attainments are the highest?—Certainly boys of higher attainments are never willingly passed over to take those of lower attainments.

8170. (*Lord Taunton.*) By attainments, you mean in classical knowledge?—Yes.

8171. Attainment in mathematical knowledge would not obtain a boy admission to your branch of the school if he failed in classics?—Do you refer to the Deputy Grecian class?

8172. Yes.—I would not say that, because I often consult the head mathematical master before a boy is made Deputy Grecian as to how he stands in the mathematical school; and if a boy was a little weak in the grammar school, yet was strong in the mathematical school, that would weigh in his favour.

8173. Are there the same advantages given to any other portion of the boys in the mathematical school as are given to the Grecians in the way of obtaining exhibitions and so forth?—There are no exhibitions except for the Grecians; but the Grecians are the highest class in the mathematical school.

8174. (*Rev. A. W. Thorold.*) I think you said you gave some religious instruction to the class immediately under yourself?—Yes; and throughout the grammar school every master devotes a certain portion of the time to the religious instruction of the boys in that school.

8175. Can you say how much time that occupies in the course of the day?—From 20 to 40 minutes on certain days in the week.

8176. At the commencement of the school?—Yes, it is usual to take those lessons at the beginning.

8177. What is the instruction?—There are different elementary books for the lower classes. In my classes I have the Greek Testament and the Thirty-nine Articles. Sometimes I take a book in the Old Testament, and make them go carefully through it. Sometimes I use Paley's Evidences, Wheeler's Analysis, Nicholl's Help, or other similar books;

and for the Deputy Grecians Watts's Scripture History, Bushby's Introduction, &c.

8178. Is there any regular teaching of Scripture as a basis of instruction ?—I do not know that there is as a basis of instruction, except on the Sunday afternoon ; but every day there is a portion of the Scripture read in the wards, and also a short portion in the hall. It is rather a devotional exercise.

8179. Does the school every day commence with prayer ?—No ; they have a short form of prayer in the hall before breakfast, and in their wards at night.

8180. There is no chapel connected with the hospital ?—No.

8181. (*Lord Taunton.*) I believe you occasionally have pupils of the Roman Catholic persuasion, and also the children of Protestant dissenters ?—I never heard of there being any Roman Catholic pupils, but I have heard of there being sons of Protestant dissenters.

8182. Roman Catholics may be governors, I suppose ?—I do not know. We have Jews as governors.

8183. I understood Roman Catholic governors had nominated Roman Catholic children, that they were admitted, and that, with regard to attendance at divine worship, there was some special exemption in their case : is that so ?—I never heard of any.

8184. Could it happen, do you think, without your knowledge ?—No, I think not. I never heard of anyone being exempted from any rules of that kind.

8185. You do not know an instance of a boy who was a Roman Catholic in your school ?—No, never.

8186. (*Mr. Baines.*) Protestant dissenters are subjected to the same religious instruction ?—Exactly ; there is no difference that I know of made with anybody. I am not aware that any boy would be refused on account of his religion as long as he and his parents were willing that he should conform to the rules of the school.

8187. (*Dr. Temple.*) Do you not require the baptismal certificate ? Yes, I think so.

8188. (*Lord Lyttelton.*) Are the children prepared for confirmation ? —Yes.

8189. That is the rule ?—It is the custom.

8190. Did you ever receive a request that they should not be prepared for confirmation ?—Very often I receive a request that they should not be confirmed.

8191. Is that by dissenting parents only ?—No.

8192. From others as well ?—Yes. Many parents may think their boys are too young, or may have other reasons.

8193. There is no distinction in the system of the school as to church or dissent ?—No.

8194. (*Mr. Baines.*) When parents request that their children may not be confirmed, you comply with that request ?—Certainly. A boy's confirmation is entirely voluntary on his own part and that of his parents.

8195. (*Lord Taunton.*) Of the boys who have gone to the universities, and who have been educated in this school, do you believe that any considerable number have distinguished themselves at the universities ?—Yes, they have done so. I have sent in the written report a list of those who gained distinctions in the last 10 years, and a still greater number and higher distinctions were gained some years before.

Adjourned.

Christ's Hospital, Wednesday, 28th June 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. W. Webster, M.A.

28th June 1865.

The Rev. WILLIAM WEBSTER, M.A., called in and examined.

8196. (*Lord Taunton.*) I believe you are the head mathematical master of this institution?—I am.

8197. Are you a graduate of the University of Cambridge?—I am a Master of Arts of Trinity College, Cambridge. I was twenty-ninth wrangler.

8198. How long have you held this situation in connexion with the school?—I am in my thirty-ninth year of service.

8199. Always as a mathematical master?—Yes.

8200. And as head mathematical master?—No; the first seven years I was junior master, and then I was unanimously elected head mathematical master.

8201. Have you the uncontrolled management of the mathematical studies?—Yes, entirely.

8202. Nobody interferes with you in that respect?—No one.

8203. How far do you carry the boys in mathematics?—I have formerly carried them into their third year's subjects. My highest wranglers did with me almost the whole of their work here. I have had a second wrangler, and he read with me nearly to the end of his course. We take them now to about the end of the second year's subjects. We are restricted in effect by the competitive examinations which now take place at the Universities, where they do not carry on their examinations for scholarships beyond the second year's subjects, and, perhaps, not the whole of those subjects, but those who are highest with us usually read as far as the end of the second year's subjects.

8204. Is every boy required to read mathematics?—Every boy in the school who is going to the University, and most of the others. There are some few boys that never come into the mathematical school.

8205. Who is it that decides what boys shall or shall not read mathematics?—We have 50 boys in this school, the sons of naval officers, who come into the school on the express condition that they shall be educated for sea. As soon as those boys come up from the Hertford school I see them, or at least I see them at the next admission, and if they are at all qualified for admission into the school I take them. Sometimes I find that they are totally disqualified, and I, in the exercise of my judgment, do not then recommend to the committee that they shall come into the mathematical school; but I take in almost all. Then there are others that come whose parents wish them to be educated for sea, and if I find that they are sufficiently qualified for the school, and that their age will admit of their going through the course, I take them, their friends first entering into an undertaking that they shall go to sea.

8206. But take the case of those who have no special destination; who is it that determines with regard to them whether mathematics shall or shall not be taught, and how far they shall go in them?—When they get to the Great Erasmus they necessarily learn mathematics.

8207. They are required to learn mathematics?—They are then required to learn mathematics, but that does not fill up our number completely; we are required to have from 100 to 120 in what we call the junior mathematical school—that is, as distinguished from the naval school, and as distinguished from the Grecians and Deputy Grecians.

8208. What is taught in the junior mathematical school?—Euclid and algebra, and we sometimes have had trigonometry, but not often, because from those boys the Deputy Grecians are selected, and they become Deputy Grecians if they are bright boys before they have completed the Euclid which we require them to go through.

8209. Who is it that determines what portion of time shall be given to mathematical studies in the case of those boys?—With respect to the Grecians and Deputy Grecians that was the subject many years ago of friendly debate between myself and our late upper grammar master, Dr. Rice. Dr. Rice proposed that I should have more time than I then had. I used to have two half days a week; he himself suggested that I should have a third half day, on this condition, that on the third half day they should not be required to prepare work for me on the previous night—that the night should be devoted to exercises for him; that they should come in on that third half day simply to work problems or examples; and that the committee acceded to. Dr. Rice thought that I had not quite enough time for what was required at the University, and he himself suggested it to me.

8210. These things, then, are decided by the committee upon the representation of the master?—They are so; that was done so.

8211. Do you apprehend that this system works smoothly in giving you a sufficient number of hours to teach the boys mathematics in the way you think right?—Yes, I think so; it is nine hours a week.

8212. You are satisfied with that?—I am satisfied with that time. There are two evenings in the week when they prepare work for me. The half day they do not prepare work for me, they come in and work problems in whatever part of mathematics they may be, such as problems in mechanics or the differential calculus. They do not prepare what we call book work on the third day.

8213. Is the teaching of arithmetic under your direction?—The arithmetic is taught in the commercial school except to the boys in the naval school. I take the boys into the naval school very early; we want to get them on as fast as we can. We have got a great deal to do, and I take them in provided I see that they have fair ability. I give them a very simple examination in the simple rules of arithmetic, and see whether they have ability; and if they have, then they come in, their parents having signed an undertaking that they shall go to sea.

8214. Suppose a boy were to show a remarkable aptitude for mathematical studies, and some inaptitude for classical studies, would there be any means under the system of this school of enabling that boy to devote more time to mathematics and less to classics?—This has never been done yet. Dr. Jacob and I have sometimes debated that question. I have now one very remarkable junior Grecian, who I am sure is made of the stuff of which senior wranglers are made. He does not do so brilliantly in the grammar school as in the mathematical school. Dr.

Rev. W. Webster, M.A.

28th June 1865.

Jacob and I have sometimes talked it over, whether we could meet cases of that kind. That boy comes in the same as the rest, only that Dr. Jacob, I believe, is more lenient to him with respect to his classical exercises, as I am more lenient to some who are doing well with Dr. Jacob who do not display a particular taste for mathematics; still we do not alter the time.

8215. Would it be in the power of Dr. Jacob and yourself, if you agreed upon the point, to alter the distribution of time with regard to those studies in the case of any particular boy whom you may jointly be of opinion would profit by such an alteration?—I am quite sure that if we came to the committee with such a case the committee would immediately sanction what we suggested.

8216. Practically you have never done so?—No.

8217. Will you allow me to ask you why you have not done so? You have already stated that there is one case in which clearly it would be desirable that some such course should be adopted?—We have talked the matter over, but never in such a way that we have come to the conclusion that we ought to bring it before the committee.

8218. (*Dr. Temple.*) Can you describe how this mathematical school is organized? It contains, you say, 50 naval boys, and I think all who are above the Little Erasmus?—Yes; and some of the Little Erasmus also. The order of the committee is that we shall have, in what we call the junior mathematical school, from 100 to 120 boys.

8219. And you fill up this junior mathematical school from the Little Erasmus?—From the Little Erasmus, and a few boys from the Latin school.

8220. How do you pick them?—By communicating with the commercial master, who knows what they do in arithmetic. We take the best boys after communicating with him. If we thought it right we should examine them; there would be no objection to our examining them if we thought it right. We can depend on his judgment; he is sure to tell us who are the best boys in arithmetic, and it is from those boys in the Little Erasmus and some few from the Latin school that we fill up our number to the required 100 or 120.

8221. Do the boys in the Little Erasmus go to the commercial school to learn arithmetic generally?—Yes, they do, unless they come to us. I was asked whether we taught arithmetic; we do not professedly teach arithmetic to those boys, but all in the junior mathematical school once a fortnight give an hour and a half to arithmetic.

8222. How is this mathematical school organized; how many classes are there?—The classes vary in number. The Great Erasmus comes as a matter of course; but many of the boys have already attended the school; and in fact, the 100 or 120 boys of whom the school consists are in such various degrees of progress, that we are compelled to break them up into many classes. Sometimes we have one number of classes and sometimes another.

8223. How many classes have you at this moment?—In one respect we have six, but then they are broken up into divisions.

8224. There are six classes broken up into subdivisions?—Yes.

8225. How many masters have you to teach those six classes?—They are taught by two masters.

8226. Those two masters teach the six classes?—Yes; but the classes are not all in at the same time.

8227. This does not include the boys under your own charge?—No.

8228. How many classes are there under your own charge?—I have some of the naval boys. We usually call the naval classes "orders."

The first three orders or classes I have under my own teaching; then the fourth order is under our second master, and he takes the arithmetic at my particular desire. When we had our last change, a new master coming, I knew the importance of arithmetic being well taught, and I asked him as a personal favour to me, if he would take the arithmetic of the naval boys, because I knew how thoroughly it would be done, and a young comer might not have done it quite so well. We talked it over together, and he, because I wished it, continued to take the arithmetic, and we put the intermediate orders under our junior.

8229. You have three orders, and this gentleman has the fourth?—Yes, and the arithmetic boys. Then there are three orders under the third master that come in at different times; he has not these orders all at once.

8230. But at separate times?—Yes; he has an order, and some of the boys of the Great and the Little Erasmus.

8231. Are they not included in the orders?—No; the orders are the naval boys.

8232. The naval boys only?—The naval boys only.

8233. There are, I understand, seven orders?—Eight orders; and sometimes we make nine of them, because the boys in arithmetic, whom we can regard in one sense as one order, we have now to break up into two orders, for some are examined this time in the whole of arithmetic, and the lower part only as far as vulgar fractions.

8234. Then there are these eight or nine orders, and there are also six classes?—Yes.

8235. Besides that, there are boys under your own charge?—Besides the first three orders I have the Grecians and Deputy Grecians chiefly. The other masters also take part with me in teaching the Grecians and Deputy Grecians, that is, my second master does so with both, and the and the third master with the Deputy Grecians.

8236. The part that principally belongs to you is included in the class called the Grecians and Deputy Grecians?—Yes, and the first three orders; the Deputy Grecians, those that are coming for the first half year, are not under me; they are under my junior; he has one class of Deputy Grecians, the lowest; then my second master has the next class; then in the third half year if they are moved up they come to me. At the present time I have three classes of Deputy Grecians under my own teaching, we call them "partings;" there are practically five classes, the lowest parting is under the junior master; the next is under the second master, and the other three are under myself. At the same time that they have their partings of Deputy Grecians, they have some of the Great and Little Erasmus, and some of the orders.

8237. These orders and partings of the Deputy Grecians and some part of the Great and Little Erasmus are all together in the school at one moment?—They are all in the school at the same time and working, and some, of course, are round the master.

8238. Who determines whether a boy is to be promoted from one order to another order, from one class to another class, or from one parting to another parting?—Myself.

8239. Alone?—I look at the manner of their passing the examination, I look at the marks they get, and I listen to what my colleagues say; but I am responsible.

8240. You are responsible, but it is decided by consultation with the other masters?—Yes. One half year I examine myself, and that examination is a great guide to me, but I never decide without consulting the other masters.

8241. Who decides what work is to be done in each class?—The

Rev. W. Webster, M.A.
28th June 1865.

responsibility rests with me; I consult with my juniors, but the responsibility rests with me entirely.

8242. There is no necessity for your referring anything of that sort to the committee?—I never do. I never have done so since I have been here, and I have never been asked to do so.

8243. When you break up the mathematical school into so very many small divisions, does that imply that they do not all get the full time assigned to mathematics?—They all have their full time; it is nine hours a week for the Grecians and Deputy Grecians, and seven hours and a half a week for those in the junior school who are promoted in the grammar school, without regard to the mathematical school. Some of the Deputy Grecians are often found fit to join the second parting. I have now been consulting my colleagues about those whom Dr. Jacob has just made Deputy Grecians. There is the examination; I shall see the marks they get on examination, returned by the examiner, Professor Hall of King's College, and until the returns are made nothing will be positively decided with respect to which parting boys may join. I am guided very much by the opinion of those who have had the experience of teaching them. I have great reason to depend on the judgment of my second master, who is one of the most valuable men that ever entered a school.

8244. Are we to understand that every boy is instructed in mathematics for the full time assigned to mathematics?—Yes; according to the time allotted to his class.

8245. Then the boys learn their mathematics in school I presume?—They learn some out of school.

8246. All the time assigned to mathematics in school is passed in school learning or saying mathematics?—Yes, or working examples. Of course Euclid is studied and explained, and algebra is explained, and some work round the master's desk takes place, and a great deal is done where the boys sit.

8247. At what stage are the boys when they first come to you in your lowest class or order. What are they capable of doing?—Are you alluding to the naval school?

8248. The lowest that you have got to do with at all?—The lowest I have to do with at all are the naval boys, because they come into our school to learn their arithmetic, and the others do not, only we give them once a fortnight about an hour and a half to keep it up, and to give them a little finish, as from them will be selected those who go to the University.

8249. Then the boys in the naval school are at the very beginning?—I should refuse to take a boy in if he did not know the multiplication table. My instructions when I first began were that I was not to take any one in who could not do the rule of three, but, however, I depart from that, and take them lower down. I look to see whether they are likely to be able to learn, if they know their tables, and can multiply and divide with tolerable readiness; we do the rest in the mathematical school, if we find it not sooner done.

8250. They go to Hertford before coming to you?—Yes.

8251. In what state do you find that they come to you from Hertford; are they properly prepared?—Boys sometimes come up as dunces, and not on account of their progress, having reached the age limited for the Hertford school. I have had cases where boys really could not be taught, but, as a general rule, they do know their tables, and can do the first simple rules of arithmetic.

8252. Are they fairly prepared in proportion to their ages?—I should think they are generally.

8253. They know as much as they ought to know for their age?—When they come as young boys; the others are dunces.

8254. In fact when they do not know so much, it is really the boys' own fault?—I think it is to a great extent.

8255. Is that at about the age of nine generally?—No; I take them in from 10 to 11, and sometimes at eleven and a half.

8256. Do you find that boys between 10 and 11 are not able to do a common rule of three sum?—They will not do it readily; they profess to know how to do it, but give them rather a trying example and they will get wrong in it.

8257. (*Lord Taunton.*) Do you think a sufficient time is given at the Hertford school to the study of arithmetic?—I do not know what time is given to it.

8258. Is there no communication at all between you and those who teach arithmetic at the Hertford school upon those subjects?—No, because they are not prepared for the mathematical school at Hertford; the boys go from there to the commercial school, and the connection is between them and the commercial school.

8259. Do you believe there is any communication between the commercial school and the teaching at Hertford?—I never put the question, and I do not know. I presume they receive a list when the boys come up, in which it is stated what each boy has been doing at Hertford.

8260. (*Mr. Acland.*) Do I understand that the naval boys do not come to you straight from Hertford?—No, they go to the commercial school. They are always in the commercial school before I take them.

8261. (*Dr. Temple.*) Do they stay any time in the commercial school?—If they are fit for me I take them. I look at their age, and whether they can do those rules in a respectable manner.

8262. (*Lord Taunton.*) Who judges of the fitness of the boys who come into your school?—I do that entirely. I give them an examination, with the help of Mr. Potter, my second master, in whom I have the greatest confidence. I conduct an examination of those boys, and then we come to the conclusion which of them are qualified, and which are not.

8263. You are in friendly communication with him as to those boys?—Yes; I often ask him, "Will you set these boys some examples?" and then I look at what they have done.

8264. Are the physical sciences taught at all at Christ's Hospital?—No.

8265. Do you think it would be advantageous that they should be?—I think it would not be advantageous to bring them in to break in upon our present studies. I should not like to have time taken from what we do at present.

8266. Do you think it would not be possible, as is more and more done in schools now, to combine some instruction in physical science with the other subjects of instruction?—It might be so, but I do not think that what is taught as physical science in schools generally brings out much from boys. I think generally they are listening to lectures which are very interesting; but as for anything to try the mind and to bring out the powers of the mind, so far as I have understood and heard what has been done, I think there is not very much which tries the mind as classics and mathematics do.

8267. Does your observation apply more to teaching the sciences by lectures than to teaching them in the way in which it is now more generally introduced into schools?—My observation does apply to lectures. I think in what is often called the physical sciences boys

Rev. W. Webster, M.A.

28th June 1865.

learn certain names; they learn what oxygen is, and so on. They learn certain names, but I do not think they get very definite ideas.

8268. Are you of opinion that the powers of observation may be developed in a boy by judicious instruction in physical science?—That may be so. I cannot say that I agree with all I have read about physical science in connexion with schools.

8269. (*Dr. Temple.*) Those who come into the naval school come at the lowest point to you, but in the case of those who come from the Little Erasmus, and whom you select in fact, what is the stage at which they have arrived when they come to you?—They have gone through their arithmetic.

8270. Have they begun algebra at all?—No; they do not begin algebra in the commercial school.

8271. Then I suppose they can work decimal fractions?—Decimal and vulgar fractions, and the square and cube root. They have gone through their arithmetic.

8272. You consider them in such a state that they can begin algebra?—Decidedly. They do begin it the very first day they come in.

8273. Have they learnt no Euclid before they come to you?—No. They begin Euclid and algebra together. We divide the time between Euclid and algebra.

8274. How long, as a general rule, do they stay with you?—It will depend on the age when they come in.

8275. I mean the average?—I have some difficulty in answering that question. Some come in between 12 and 13. Of course they have got to remain till 15 in some class or another. Some come in at 13½, and some later. If you were to ask me the average, I should say perhaps they learn mathematics for a year and a half, as near as I can say.

8276. What do you find that you can bring them to in a year and a half generally?—The first half year we generally do as far as surds in algebra, and some quick boys will do a book in Euclid, but more frequently, perhaps, half a book.

8277. But in a year and a half how much will they have done?—Perhaps three and sometimes four books of Euclid. We have some boys who are not yet 15, who were examined this time in the sixth and eleventh books of Euclid, and in algebra to progressions. The second class were examined in the sixth book of Euclid, and in algebra to quadratic equations.

8278. You have not any of those boys in trigonometry?—No. The quicker boys have become Deputy Grecians. We have boys under 15 learning trigonometry as Deputy Grecians.

8279. But the Deputy Grecians have become Deputy Grecians by their classics alone?—Yes; only Dr. Jacob, if he thinks right (and sometimes he does) will come and say, "Now, I am thinking of appointing "these boys. Have you any one who is particularly excellent in "mathematics?" He did so the other day. He was going to appoint six Deputy Grecians. He selected the six, but before he definitely decided he brought his list in to me, and asked me whether I could point out any one of a certain number who was particularly excellent in mathematics, for if so he thought he might be taken on the Deputy Grecians' class. I was nearly suggesting one boy; Dr. Jacob would have taken him if I had particularly pressed it, but I had heard from my colleague that he was likely to go into commercial life, and, therefore, I thought it was quite as well for him to remain where he was He was not so good a mathematician that I should have pressed it

on Dr. Jacob as being the case of one who was likely to be a genius in mathematics.

8280. What stage in mathematics have the Deputy Grecians generally reached ?—I am going to have them examined next week. The highest subject of the Deputy Grecians will be Drew's Geometrical Conic Sections, and they will have the whole course of trigonometry. I use Todhunter's Trigonometry with them.

8281. Where have they learnt that ?—They have learnt that with me.

8282. They have learnt that since they became Deputy Grecians ?—Yes.

8283. What is the highest point that they attained on first becoming Deputy Grecians ?—One of those boys who have just been made Deputy Grecians has been through the sixth book of Euclid. Still I think it it better for him to join what we call the second parting, and not the third, and there his Euclid for the first half year will be four books. He has never taken up all the books at once. In the Great and Little Erasmus they take up portions. When they become Deputy Grecians they take up the whole.

8284. As soon as they become Deputy Grecians they are entitled to stay until 18, are they not ?—No ; every boy must leave at 15, unless Dr. Jacob and I agree to recommend him for an additional year. He then can only stay till 16. Then by the time he is 16 we have to recommend whether he shall be a probationer or not.

8285. Probationer for what ?—We call the junior Grecians probationers.

8286. They may stay another year supposing they become Grecians ?—We cannot keep more than 12, but may keep 12 probationers.

8287. How many of those 12 become Grecians ?—At the end of a year they are reduced to eight by our recommendation.

8288. And those eight are the only ones that stay on till 18 ?—They stay an additional year, and at the end of the next year they are to be reduced to five.

8289. (*Lord Lyttelton.*) Then there cannot be more than five go in any one year to the Universities ?—From the state of the funds an intimation has been given us that if we like to keep six for the next year we can do it. If, when we come to decide that question, we think it desirable to keep six, we can do so. According to the rule of the school five go with exhibitions to the University.

8290. (*Dr. Temple.*) And only five ?—Only five with exhibitions in any one year according to the existing rule.

8291. (*Lord Lyttelton.*) As the practical effect, in no one year can more than five go to the Universities ?—Not with our exhibitions, subject to the observations which I have just made.

8292. But are they allowed to stay long enough in the school to go direct to the Universities ?—If they are not chosen for that last year they must leave at the end of the second year of their Grecianship.

8293. How old are they then ?—They will be generally about 18 ; between 17 and 18.

8294. How many are there who can stay until they are between 17 and 18 ?—Eight ; 12, from 16 to 17 ; the probationer Grecians are 12, if we fill up the number. Then they are reduced to eight at the end of one year, and at the end of the second year to five ; and those five take our exhibitions.

8295. (*Dr. Temple.*) It appears that you have the freest consultations with your colleagues in the mathematical school, but that as far as the arrangement of all the times which are devoted to subjects is concerned you are subject to a system which was made a good while

Rev. W. Webster, M.A.
28th June 1865.

ago, before Dr. Jacob came to the school?—Dr. Jacob and I have, I think, debated the question. We are not perpetually changing in such matters, nor thinking of change.

8296. Not only so, but you have not changed at all since Dr. Jacob came here?—Not with respect to the time devoted to mathematics by the Grecians and Deputy Grecians. We have had the mathematical instruction extended and more taught. We have had the system altered with respect to what we call the Junior Mathematical School.

8297. How was that altered?—It was altered by general consultation and a submission to the committee. As to who was particularly responsible for it, I cannot say. I was consulted by a good many of the masters. We had a general consultation then. It was at a time when, from a very unfortunate occurrence, Dr. Jacob was not so friendly with us as we ought always to have been. Whether it was our fault or Dr. Jacob's I do not wish to discuss, but it was the fact that we were not on those terms that we ought to have been, and on which I think we now are.

8298. Then this alteration was suggested by the masters?—To a great extent. I think it was more suggested by the masters than anyone else.

8299. The masters brought up a new scheme and submitted it to the committee?—I really do not recollect how it was done. There was a consultation. I was asked my opinion with respect to the mathematics, and I gave my opinion.

8300. Who asked your opinion?—There were a great many masters consulted together; I should think I talked the matter over with Dr. Jacob, although we were not then on those terms that I should have liked.

8301. (*Dr. Storrar.*) Do your naval boys learn classics at all?—Yes; they go on in the classical school almost as much as the other boys. They lose a little; I think they lose one lesson a week. They are not quite half their time in the grammar school. The general rule is, that half the time shall be devoted to classics and half to other subjects. That rule is departed from to a certain extent with respect to the naval boys, to give them more time in the mathematical school, but they learn with the other classes, only they perhaps are not so likely to be promoted at the end of the half year.

8302. Do you carry any boys far in mathematics who have learned very little or no classics?—Some naval boys, whilst doing very creditably in mathematics, make but little progress in classics.

8303. My object is to ascertain from you, if possible, whether you consider that classical studies are of service in preparing the intellect of a boy for mathematical studies?—I certainly think they are. I like the combination of the two for all boys. I think you would not bring out a boy's mind if you were to let him devote all his time exclusively to mathematics. I should not like it at all. It is only in the last year and a half that the first three orders leave the grammar school, and they learn French; but they cease to learn Greek and Latin. I should be very sorry indeed to have the naval boys altogether give up their classics.

8304. My question rather went to this, not as to whether you would wish boys to give up classics in order to prosecute mathematics, but whether you thought that for the purposes of mathematical study it was an advantage for boys to have some previous training in classics?—I think it is so for all boys. I should be exceedingly sorry to see classics dropped. I should think the boy would be very defectively taught indeed, and that he would not do his mathematics so well. With

reference to the naval boys, I said they learn French ; I should have added that they learn drawing in common with a large number of other boys, and chart-drawing in connexion with their intended going to sea. *Rev. W. Webster, M.A.* 28th June 1865.

8305. (*Mr. Acland.*) Under whose superintendence ?—Under that of the drawing master.

8306. Not under your superintendence ?—Not under my own superintendence. Chart-drawing is of great value to these boys.

The Rev. William Haig Brown, LL.D., called in and examined. *Rev. W. H. Brown, LL.D.*

8307. (*Lord Taunton.*) You are the head master of the Charter House ?—Yes.

8308. You were educated at Christ's Hospital ?—Yes.

8309. You took a high degree in classics at Cambridge ?—Yes.

8310. You are a governor of Christ's Hospital ?—Yes.

8311. Have you continued to take a great interest in that school ?—Yes, a very warm interest indeed in all its affairs.

8312. Are you one of the committee of almoners of Christ's Hospital ?—Yes.

8313. Are you therefore conversant with the system of management of the school, which I believe rests mainly with this committee of almoners ?—Yes, in its main features I know it very well, and I think in most of its details too.

8314. Is it the practice of the committee of almoners to enter in any considerable detail into the management of the school, or is it left pretty much to the discretion of the masters ?—There is, beside the committee of almoners, a sub-committee called the committee of education.

8315. Do you belong to that committee ?—Yes. It is their business to superintend generally the details of the education of the school. The management does not go into simple and vexatious details, but they are generally responsible for the way in which the education of the school is conducted.

8316. Does this sub-committee meet frequently ?—Yes, very often ; not at any stated intervals, but whenever there are matters of importance to call them together. It may be that they meet frequently in a given space of time, and again in an equal space of time they may meet very rarely. Their meetings appear to me to be regulated as occasion may call for them.

8317. What is the number of the members of this sub-committee ?—Ten, besides the president and treasurer.

8318. Besides yourself, are they, generally speaking, gentlemen of any experience in education ?—I should think, from the character of the gentlemen I have met here, that they were very well qualified for the office they undertook.

8319. To exercise a general control ?—Yes.

8320. I presume this committee are in constant and confidential communication with the masters ?—Yes, on all points that the masters are concerned in. I speak, perhaps, from small experience, but I do not recollect any occasion in which the masters' interests or duties were concerned where they were not called upon to have something to say for themselves.

8321. (*Lord Lyttelton.*) How long have you been on the committee ?—About twelve months.

8322. Is the committee composed mainly of university men ?—At this moment I recollect one or two university men.

Rev. W. H. Brown, LL.D.

28th June 1865.

8323. (*Mr. Acland.*) Would you object to mention those who are university men?—Archdeacon Hale is one, Mr. Darby is another; they are both university men; Archdeacon Hale is of Oxford, and Mr. Darby also, he is of Christchurch.

8324. Do you think those are the only two?—I do not know; those are the only two that I can recollect at this moment. Some gentlemen I cannot speak of with reference to the question.

8325. Are there any gentlemen of the learned professions?—Yes, I think some solicitors. I do not know that I am speaking correctly, but I rather think that Mr. Russell Gurney, the Recorder, is a member of the committee.

8326. Are the other gentlemen generally in trade?—No, I think not; some of them are private gentlemen. One or two are in trade, which I consider to be a very desirable thing.

8327. (*Lord Taunton.*) You have had large experience as a master of a great school?—Yes.

8328. Have you observed in those relations between the managing body and the schoolmasters in this school anything which, in your opinion, is prejudicial to the authority of the schoolmasters, which in any degree interferes with the efficiency of their teaching?—No, I cannot say that I recollect anything of the kind. I know that the relations of the committee and the masters are not by any means of modern date; they go back a long way. They used to be in full force when I myself was in the school some 30 years ago. I recollect then that the masters were always in constant communication with the committee on the subject of the education. My own particular master was a man who, I am quite sure, never felt himself in the least way aggrieved or overweighted by the association of the committee with him in his duties.

8329. The position of the masters of this school are somewhat peculiar, are they not? There is no one master who has a general control over the others; and with regard to discipline, that seems to be separated from the instruction in a manner which I believe is not usual in schools?—Certainly that is the case.

8330. Taking the last point first, are you of opinion that the manner in which the discipline is intrusted mainly to the officer called the warden, while the masters are confined to instruction, having little to do with the discipline and moral training of the boys out of school hours, has any injurious effect on the boys?—I do not think I have ever seen any ill effects result from it. I doubt whether it would be possible for a gentleman in the position of the upper grammar master here to have the whole control of this place, in point of both education and discipline.

8331. Why so?—Because I think the school is too large for it to be done.

8332. (*Lord Lyttelton.*) The numbers are the same as at Eton, are they not?—Yes; I might perhaps refer to the blue book as to Eton, to show that it is not done there in such a manner as everybody would approve of.

8333. (*Lord Taunton.*) What is the number of boys in your school?—140.

8334. Then I presume the discipline as well as instruction is under your management?—Yes, entirely.

8335. (*Dean of Chichester.*) There is a second house?—Yes, but still the whole discipline of the school rests with me.

8336. (*Lord Taunton.*) Are you of opinion that anybody who has merely the discipline, as separated from the instruction, can judge of

the characters and dispositions of the boys as well as the master in whom both functions are combined?—Certainly his opportunities of judgment must be much less, because the boy developes his character in everything that he does; as much in his lessons as in the playground; it is quite certain that a man who has only the discipline or only the instruction to attend to cannot have the same opportunities of judging as a person who has both together.

8337. (*Lord Lyttelton.*) Is the warden a university man?—He is not.

8338. Is he a clergyman?—No.

8339. (*Mr. Acland.*) What was his former occupation?—He was formerly one of the principal writing masters. He was chosen before I had anything to do with the government of the school. I believe he was chosen because the governors had had long experience of his character, and they thought that he was the kind of man that would suit the position in which they placed him.

8340. (*Lord Taunton.*) Do you believe that a great deal with regard to keeping up a high moral tone among the boys depends on the qualities of the warden?—I know that a very great deal depends upon that, because I have seen the results of the work of the present warden as compared with the work of the officer who had his position before him.

8341. (*Lord Lyttelton.*) It is a recent office?—Yes.

8342. When you were a boy at the school, under whose care did the boys consider themselves out of school hours?—Under the care of the steward. In my time there was always considered to be an appeal to the head grammar master on all points of discipline, even in matters out of school. I remember many cases being referred to him, such, for instance, as complaints by the matrons of the wards, who used to be called nurses in those days. I remember several instances of that, and of other people out of school hours referring questions of discipline to the upper grammar master. It was never considered anything outrageous that that should be done; I always myself, as a boy, regarded it as part of the upper grammar master's office.

8343. Do you refer to Dr. Jacob's predecessor?—Yes, to Dr. Rice.

8344. (*Lord Taunton.*) Do you think that the change by which the general responsibility for the moral tone and discipline of the school was confided to one person and the instruction to another has been an improvement?—I must say that I do not know that the change was ever made by any authority at all. My impression is that the head grammar master as he now exists might have discharged exactly the same functions and occupied the same position in reference to the discipline of the school as the head master, Dr. Rice, under whom I was. I have been given to understand (I speak not from my own knowledge) that the present head master rather declines to have anything to do with the discipline of the school; consequently the change was not effected by the will of the governors, but rather by the will of the head master.

8345. You think there is nothing in the present system under which the school is managed to prevent the head master from assuming the general responsibility of the discipline as well as of the instruction of the school?—My impression is that the governers even were anxious that he should undertake it. I speak only from impression.

8346. Do you suppose that for something done out of school hours, if the head master thought fit, he could take upon himself the responsibility of saying what corporal punishment ought or ought not to be

Rev. W. H. Brown, LL.D.

28th June 1865.

inflicted?—Undoubtedly he used to do so in former times, because I remember many cases occurring of flagrant offences where the head master (whether he was summoned or not I do not know) used to appear in the hall, and there make speeches to the boys about those particular offences, and then the offenders were punished, under the direction of the head master, in the hall.

8347. If an offence were committed in the mathematical master's department, or in any of the other master's departments, was that, in your time, taken cognizance of by the master of that department, or in the case of corporal punishment, for instance, was it necessarily under the sanction of the head master of the school?—No, not necessarily; it was taken cognizance of by the master of that department; he acted, as far as I know, to a certain extent absolutely in his department. I speak more particularly of the mathematical school.

8348. There seems to be a greater separation of authority into different parts in this school than is usual, is not that the case?—I doubt how far that is part of a system, and how far it is due to the individual treatment of the office of upper grammar master by its present occupant. I think you should draw a distinction between those two considerations, because (I speak subject to correction) I do not believe any order of the committee was ever made to curtail the exercise of the power of the upper grammar master, the head master as we used to call him; but yet I believe that that power of discipline, which used to be exercised in my time, has entirely gone out of his hands.

8349. Is the Commission to understand that, in your opinion, the best system on which the school could be conducted would be that the head master should have a general control over the entire discipline of the school, and that the warden should act under him in that capacity, and not as co-ordinate or above him in any way, or what would you think to be the best system for the school?—It is a question on which I do not like to improvise very much; but if I were to state what I think would be the best system, so far as the discipline of the school is concerned, I should suggest something like a committee of all the departments, of which the head master should be the chairman; that is what I should think ought to be done, because I do not see how it is possible to bring all the departments into fair relationship with one another unless you do something of that kind, and give the heads of the departments a voice in the matter.

8350. Do you see any objection to giving the head master that general authority which head masters usually exercise in large schools?—I do not think that the head master could fairly exercise that absolute authority here which the head master exercises elsewhere, because of the fact that all the other schools here have not been considered absolutely under the control of the head master, but rather as co-ordinate, each occupying much about the same position with regard to the general education of the boys as the grammar school does. That the grammar school has been considered the principal one marks the fact that the head master of the grammar school has been regarded as the head master of the school. In my time he was always called the head master of the school. I did not know that he had any other title.

8351. (*Lord Lyttelton.*) Can you say, looking back some time, whether at any time the head master has been considered responsible for the whole discipline and management of the school?—I know that the head master used in my time to act as if he were so, as I should prove by the instances I have already alluded to. Whenever there was any case of flagrant breach of discipline, anything that called for special notice with regard to the whole school, the head master appeared

to take notice of it; that alone seems to establish his position as the head of the discipline of the school.

8352. You have not looked back into the records of the school for that purpose?—No, I have not done so.

8353. You cannot go back beyond your own time?—No.

8354. (*Lord Taunton.*) If you were head master of this school should you prefer to have the whole responsibility and power of enforcing discipline in the school, or should you prefer to be associated with a council of masters whom you were bound to consider in every particular point?—Undoubtedly I should prefer to be independent. Your Lordship asks me a question of personal preference, not of right.

8355. Of course one must suppose that the situation of head master to a school like this is filled by a thoroughly competent person; and if so, do you think that is the system which would work best for the school, to give him both the power and responsibility of controlling the discipline of the school?—I have spoken already of the committee of education. I must confess that I feel their position is perhaps a little false. As regards myself, I do not know that we do much. We are called together, and I have always taken care to attend on every occasion.

8356. (*Dr. Temple.*) May I ask whether you have read the charge of the warden as drawn up in October 1860?—No, I have not.

8357. You will find there the warden's power of punishment is given to him without any reference whatever to the head master, except as contained in these words:—"You shall maintain and support the "authority of the masters, matrons, under matrons, beadles, and "monitors, and without delay investigate any complaints which they "may make to you of misbehaviour on the part of any of the children, "and you shall specially attend to any information which may from "time to time be communicated to you by the masters appointed to "visit the wards."—That was always the case with regard to the warden, or at least the steward, as he used to be called. The steward, who occupied the position which the warden occupies now, always had the authority that you refer to; it was nothing new in 1860.

8358. It goes on, "In all cases of grave misconduct on the part of any "of the children you shall privately confer with the schoolmasters as to "their character and deportment in the school; and on the appoint-"ment of the boys to be monitors and to places of trust, you shall "pursue the same course, and ascertain whether your own opinion of "them is confirmed by the experience of the masters." In your judgment do not these paragraphs imply that the authority of the warden is at least co-ordinate, if not superior, to that of the upper grammar master?—I speak with a certain amount of hesitation about the authority of the warden, because it is quite a new office since my time. All I know of the present warden is that he has done his work very well.

8359. (*Lord Taunton.*) Are you aware what the salary of the warden is?—I believe it to be something like 400*l.* a year, but I do not know exactly.

8360. (*Mr. Acland.*) Supposing the head master to pass through any part of the buildings when lessons were not going on, do you think it would be his duty to report to the warden any misconduct which he saw, or could he interfere in any way himself?—Undoubtedly he could interfere himself if he pleased.

8361. You stated there would be difficulties in the way of placing the powers ordinarily intrusted to the head master in the hands of the upper grammar master, on account of the peculiar co-ordinate relations

Rev. W. H. Brown, LL.D.

28th June 1865.

of the several departments; did that answer really go simply on the peculiar constitution of this school?—Undoubtedly.

8362. Is there anything in the nature of this establishment to make it necessary for the upper grammar master to be simply the head of one of three equal departments? Is there any reason in the nature of Christ's Hospital why that should be so?—No, I think none; I was speaking of the existing state of things.

8363. Do you not think also that the power of discipline, which should be vested in the head master, would very much depend upon the degree of influence which he might exercise in the selection of those with whom he had to work?—Yes, I think so, no doubt.

8364. Do you not think that the supremacy of the almoners' committee, and under them of the education committee, if such is the case, in controlling the studies of this place and the appointment of the masters practically put the head master in a position in which it would be almost impossible for him to exercise the usual influence?—I think I understand you to mean that the legitimate authority of the head master is diminished by the fact that he does not appoint his assistants.

8365. Yes, and that there is a court sitting over him in which the whole supreme authority of the place resides, so that he is, in point of fact, absolute in nothing?—I should not admit that that is so; I do not think that that is the position of the head master here.

8366. Will you point out in what respect that is not so?—Because, I think, he has a very great deal of power and influence in the management of the school, subject, it is true, to the committee.

8367. Is it your impression that, apart from any personal consideration, the government of this place is such as to admit of great freedom of communication between the masters themselves, and between them and the supreme authority?—Such communication used constantly to take place when I was a boy at school here, I recollect it perfectly well, I recollect often seeing the masters called together into the head master's study.

8368. Do you mean the heads of department or the whole of the masters?—I am speaking of the grammar masters, I have often known the grammar masters called together into the head master's study.

8369. (*Rev. A. W. Thorold.*) Does that take place now?—That I do not know.

8370. (*Mr. Acland.*) Is it the fact that the education committee or the almoners' committee leave a considerable amount of discretion to any one or two individuals of their body in communicating with the masters?—No, I am not aware that they do; there is a visitation of the schools every month conducted by the almoners' committee, but that is not left to one or two of the body, because the governors, who do the visitation, are chosen by lot.

8371. I am not speaking of formal visitations, but of the ordinary course of consultation which in a large establishment is necessary between those who do the work and those who control it. My question is, is there one or more than one person who, from the amount of interest they take in the school and from their frequent attention to the business, have a considerable amount of influence, who are, in fact, habitually the exponents of the authority of the school to the masters?—I know of no such persons; the treasurer is considered the chairman of the committee of almoners and the chairman of all the small committees, I believe; in fact, I know that he is the spokesman of the committee and of the sub-committees with the masters. The treasurer communicates with them.

8372. Then, in fact, apparently there is no person who is habitually in consultation with all those co-ordinate departments?—Not to my knowledge.

8373. (*Lord Taunton.*) The treasurer is commonly your medium of communication with the masters, is he not?—Yes.

8374. (*Dean of Chichester.*) Do you think that having some commercial men on the committee is a good thing?—I think it is a very good thing; the training for commercial pursuits enters very largely into the constitution of the school, it is a very important part, and, in fact, numerically, it is much the most important part of the school; you may practically say that as a rule all the boys go into commerce; there are a few who go to the universities.

8375. (*Lord Taunton.*) Are you satisfied, on the whole, with the instruction given in this school as adapted to the class of boys who come to it?—I do not know that I am quite satisfied. Do you refer to the character of the instruction, or the manner in which it is carried out?

8376. To both; to the education in general?—I have always felt a very great interest in this school, and have watched its progress at the universities by observing to what extent the men sent up have distinguished themselves. I know that from the year 1843 to 1853 there was scarcely a year passed in which there was not a first class in classics, sometimes there were two, and once (I think) three first classes in classics from this school. Since the year 1854, when I was last examiner at Cambridge, there has not appeared a single Christ's Hospital boy in the first class in classics, at either Cambridge or Oxford. Considering that those boys are selected from 1,200 boys especially for their intelligence, I do not understand what system of education it is that can produce such very meagre results, speaking with reference to the university.

8377. Are you able to trace that deficiency which you apprehend to exist to any particular causes?—No, I know nothing of the special causes which may produce it, but I have taken occasion to speak of it here; not only in the committee, I have spoken of it on public occasions.

8378. (*Lord Lyttelton.*) Do you think that modern subjects such as history and geography are sufficiently taught here?—I think, so far as I know what the teaching of history and geography is, they are as fairly taught here as in any other school. I do not think there is anything deficient in the matter.

8379. (*Lord Taunton.*) Greater importance is attached to the teaching of physical science in schools of late years than formerly was the case, do you believe that there would be any advantage in endeavouring to introduce that branch of study into Christ's Hospital?—I doubt whether the boys would have time for much physical science, considering that the great majority of them leave school at 15.

8380. In your own school is physical science taught more fully than it is here?—Chemistry is taught very much more indeed.

8381. Do you think any alteration has taken place with regard to the class of boys admitted to Christ's Hospital from what was the case when you were here?—No; I should think, comparing the school now with what it was 20 years ago, the class of boys that are admitted is the same. I do not think there is any difference at all, none that I could notice.

8382. With regard to public utility, do you think the boys are derived from those classes of society which it is advantageous should have access to a school like this?—Yes, I think so.

Rev. W. H. Brown, LL.D.

28th June 1865.

8383. That is from the middle classes taken in a very wide sense?—Yes; there is a very close scrutiny exercised by the governors as to the income of the parents.

8384. That is with regard to the income not being too large?—Yes.

8385. Do the governors ever object to the condition and income of the parents being somewhat low?—Never; I never heard of that.

8386. You never heard of a boy being rejected because his parents were in a somewhat low class of life?—I should think such a thing has never occurred, certainly not within my knowledge.

8387. Do you think there has been any tendency on the part of the school of late to become more of a classical school than it formerly was?—No; the tendency has been the other way. Formerly there was nothing taught here but Latin and Greek, writing, reading, and the ordinary things that a boy of necessity must learn besides Latin and Greek, but while I was at school French was introduced, and since that time the drawing school has been worked up to a degree of efficiency which I think highly creditable. The drawing school hardly had an existence before.

8388. (*Lord Lyttelton.*) There is this statement in the report of the sub-committee in 1856: "In fact of late years the tendency of the "regulations has been to assimilate the general system of education to "that of the ancient public schools?"—Does that mean that the tendency of the education of the school has been to make it more of a classical school than it used formerly to be?

8389. Yes; it goes on—"accordingly the study of the Greek lan- "guage has been extended throughout the school in London, and also "the preparatory school at Hertford."—I do not know where that statement came from, but I know that since my time they have established a school which they specially call the Latin school, where boys do not learn Greek at all, and thus there is a large number of boys who do not learn Greek and who are put aside because they are supposed to be better fitted for commercial pursuits, in which case it is thought that they would be wasting their time on Greek.

8390. (*Lord Taunton.*) I believe that the original foundation was for poor children, irrespective of the difference of sex?—The original foundation of this school could, I think, be described in no other way than by saying it was a ragged school. It was for destitute children found in the streets of London. That is really what the original intention of this school was. It was endowed or supposed to be endowed in the first instance by a grant from Edward the Sixth. That grant was left under the management of the Corporation of London, who had the bestowal of it, and somehow or another it was so managed that Christ's Hospital never got any of it. I believe I am saying what is perfectly true when I say that they do not now hold a penny of the original endowment. The whole school has arisen from private benefactions.

8391. At present the only way in which the body of the boys are appointed is by nominations on the part of the governors?—That is so.

8392. Do you believe that it would be possible or useful in any way to modify that system so as to allow a portion of the boys admitted to this school to be admitted upon some principle of competition, still leaving a valuable patronage to these governors?—I do not think it is possible in any way whatever to apply competition to children of seven years of age, or I should say even to boys of ten years of age.

8393. You think the age of the children precludes the possibility of the principle of competition being advantageous?—I should say so.

8394. We have it in evidence that boys come up here very grossly deficient in the most elementary parts of education. Do you think it would be objectionable to apply a reasonable test to the acquirements of a boy before he is admitted ?—Such a test is applied.

8395. It would appear from the evidence that we have received that such a test is of the lowest and most inefficient character possible ?—A boy, I believe, is expected to read. Formerly there used to be no test at all. It was found necessary to put on that test, because parents, who looked forward to sending their boys here, sometimes did not send them to school at all, but sent them here without knowing their letters.

8396. Do you not think it would be desirable to raise that test a little higher ?—I think it might be. I think it would do good to the school if that were done.

8397. (*Mr. Acland.*) And to that extent, therefore, to qualify the principle of nomination?—Yes. That test, though I know it is a very low one, was yet fiercely combated before it was introduced.

8398. Your opinion, therefore, would go rather to a higher qualifying examination than to a competitive one ?—That is my opinion.

8399. (*Lord Taunton.*) Are you friendly to the principle of governors by donation with power of nomination ?—Looking back to the history of this school, I know that it has arisen entirely out of the fact of there being governors by donations, because it has got nothing from the city ; the aldermen are governors, *ex officio*, and do not give anything to the funds of the school. They dispense the patronage to a very considerable extent. They have a nomination once every year, whereas the donation governors only have a nomination once in four years. The aldermen give nothing, but a donation governor does not become a governor until he has paid 500*l.*

8400. (*Mr. Acland.*) We understand that the education of the school is principally classical and mathematical, with some extensions in modern times, including French and drawing ?—That is so. The basis of the education is classical.

8401. And a very small number of boys, I think only five, go annually to the universities ?—About five.

8402. Is that, in your opinion, a sufficient stimulus to 1,200 boys to sustain an education which is, in fact, based on the university system, or rather which is, in fact, almost preparatory to the universities as now constituted ?—I doubt whether on the boys in the lower part of the school the prospect of going to the university acts as a stimulus in any way ; I do not think they feel it in any way.

8403. Would it, in your opinion, be desirable either to increase the inducement to boys to prepare for the universities actually, or to give the general education of the school a more direct bearing on commercial life, supposing that in that case the inducements to go to the universities remained as at present?—I think it would be desirable to give the general education of the school a more direct bearing on commercial life.

8404. In what respect would you modify it, would you teach Greek so extensively as at present ?—No, I would not teach Greek to the boys who were being educated solely for commercial life.

8405. How many boys do you think in this school should make Greek an important part of their studies ?—That is a question I cannot possibly answer.

8406. It appears from the evidence given to the Commission that 660 boys at present learn Greek ; would you diminish that number very considerably ?—Yes, I think I would.

Rev. W. H. Brown, LL.D.

28th June 1865.

8407. Would you teach Greek at all to those who have no reasonable prospect of going to the university ?—I think German would be a useful substitute for it.

8408. Do you think it desirable that Latin should be taught universally in the school ?—Yes, I do.

8409. And mathematics ?—Yes.

8410. Have you formed an opinion as to the educational power of physical science ?—No, I should not like to say that I had formed any distinct opinion upon it, as far as its application to such bodies of boys as these is concerned, because its educational power would vary very much with the boys' ages.

8411. Should you think it desirable to make any branch of the experimental sciences, or the sciences of classification, a subject of education for any entire classes in this school, bearing in mind what you have just now said as to the different character of the boys ?—I think that such matters might be introduced with great advantage to many boys, but I do not know that I would force it upon them.

8412. Would you draw a great distinction between the use of popular lectures given specially for the purpose of showing experiments, and the use of science as a means of hard work for the boys ?—A very great distinction indeed.

8413. Should you be more disposed to give the advantage of popular lectures and experiments to large numbers, than to require large numbers to work at science ?—Yes. I think that the advantages of popular lectures to large numbers might be very great, because they might in many cases develope a taste where it was latent, and a boy might be led on from the attraction of a popular lecture to devote himself to the study of science as a subject of hard work.

8414. Do I understand that you would think it inexpedient to sacrifice any portion of Latin or mathematics, and to substitute for them or either of them the study of chemistry or botany as a general rule ?—Yes, I do.

8415. (*Lord Lyttelton.*) Do you think that by any alteration of the present system a larger number might be induced to go to the universities ?—I do not know that it would be altogether very desirable to increase the number, because those who do now go do not very much distinguish themselves, and for boys who are placed as the boys here are, that is, they are all poor boys, it is necessary that they should distinguish themselves so as to make use of the university at all and to forward themselves in life. It is of very little advantage to a boy to be educated for three or four years at the university, and then perhaps to take orders and go and live on a miserable curacy or something of that sort all his life without any chance of rising above it. I do not know that boys here now are doing much more than that, as far as I can see what the school is turning out.

8416. No doubt it must be the best boys and those most fitted for it who go to the universities ; but do you think that out of such a large number as 1,200 there might not by some improvement in the system be a larger selection than seven or eight a year ?—I should like to see, somehow or other, a better selection, for I have already expressed myself rather astonished at the meagreness of the results.

8417. But with regard to the number ?—I think the school ought to provide a larger number of well-qualified boys.

8418. (*Mr. Acland.*) Who might reasonably be expected to distinguish themselves ?—Yes ; who might be fairly expected to distinguish themselves. There is a selection here larger than is offered by any

school in the kingdom, and yet I must say the university results are miserable.

8419. (*Dr. Temple.*) Why do the other boys require to leave at 15?—That is the rule of the school at present.

8420. Do you think it a good rule?—For the class of boys who are here I think it is almost necessary, because they must very early begin their work in life. The great number of the boys go to commerce of some kind.

8421. And it is necessary that they should begin that at 15?—I think it is almost necessary. If they do not begin very early they find themselves outstripped, and their position is taken up by others who began earlier.

8422. You said just now that you doubted the expediency of competition amongst boys under ten, have you had any experience of such competition?—I have had experience of competition amongst older boys, and I know that very often boys who have been selected by competition, even at 13 or 14, have failed altogether to answer the expectations formed of them, because they have been urged on with a view to these competitive examinations, and then there being not much depth of earth there has been a subsequent failure, and the boys have done nothing at all.

8423. It is, no doubt, the case that there will be those exceptions; but you are aware that at Winchester and at Eton, where they have tried the open competition, the general result is that the boys elected by open competition maintain the superiority which they first showed?—Yes, the boys at Winchester and Eton are a good deal older than 7 or 10 when they go there.

8424. You are aware that many boys are taken in at Eton at 12?—Yes, there is a great difference between 7 and 12.

8425. Have you ever tried the effect of competition on boys of 10?—No.

8426. In schools generally the promotion of boys from form to form is regulated by competition?—It is a matter of competition.

8427. Have you reason to think that that promotion is not generally correct?—But then that is a different sort of competition altogether. The competition of boys in a class is a competition sustained over some two or three months. That is a very different thing from setting boys down to examine them.

8428. Do you think it would be impossible to have any system of competition which would get rid of the objections that you find to boys competing at an early age?—I know of none that would answer the purpose.

8429. Is it not your opinion that in so large an establishment as this you ought to secure the services of a very able head master?—Undoubtedly it is.

8430. Do you think that the present arrangement of the duties of the head master and the warden, and the present relations of the head master to the other masters and to the committee of education, is such as is likely to obtain the services of a very able man?—When the head mastership was thrown open there were, I think, some persons of eminence presented themselves. Dr. Jacob himself with a great deal of school experience, and an Oxford first class came forward. Dr. Badham was another of the competitors.

8431. Do you think he was quite aware of what he was going to find?—I think it was easy for him to ascertain.

8432. (*Mr. Acland.*) What is your opinion of the effect of the dress and the desirableness of retaining it?—My opinion is decidedly in

Rev. W. H. Brown, LL.D.
28th June 1865.

favour of the desirableness of abolishing it, especially for the elder boys. If I had the power to do it, I would abolish the dress.

8433. (*Lord Taunton.*) What harm does it do?—I think for the elder boys it is a positive nuisance. They cannot go into the streets without being stared at and talked about at every step they take. When I was in the school myself, though I was very comfortable and liked to be there, yet the only thing I was thoroughly glad of at leaving was that I got rid of the dress, so that I could walk along the streets like any other ordinary person without being stared at.

8434. (*Mr. Acland.*) Would you have no distinctive dress in London?—I think that the disadvantages of the position of the school in London might be overcome by a proper supervision being exercised over the boys' liberty. I may mention with regard to the dress, that it never kept any boys out of mischief who were disposed to get into it.

8435. (*Dean of Chichester.*) Would not abolishing the dress be the means of introducing a higher class of boys into the school? Does the dress not keep the school generally in the hands of those in needy circumstances?—I dare say with a great many people it may act in that way. I have no doubt it does.

8436. The governors might be inclined to put in their own children?—There is a rule of the school against that—no governor may put in his own son.

8437. (*Lord Taunton.*) The question has been mooted of the propriety of removing the school from the heart of London to somewhere in its neighbourhood: what is your opinion upon that point?—I have already mentioned the very large number of boys who go into commerce, and I think that for boys going into that line of life their education is much better conducted on the present site, than if they were taken down to a country village and sent to London at 15.

8438. The health of the boys is satisfactory, is it not?—It is thoroughly good.

8439. Is there any other subject on which you wish to make a statement to the Commission?—No, I think not.

Rev. N. Keymer, M.A.

The Rev. NATHANIEL KEYMER, M.A., called in and examined.

8440. (*Lord Taunton.*) You are the head master of the Hertford branch of Christ's Hospital?—I am.

8441. What are your functions in that capacity, both as to teaching and discipline?—My title and my very name imply what my functions are.

8442. Will you have the kindness to state what those functions are?—I am the head master of the grammar school, and I am also responsible for the religious instruction of the children.

8443. Does your situation correspond very much with the situation of the head master of the grammar school in London?—I am not able at all to say how far my situation corresponds with that of Dr. Jacob, because I have no means of knowing accurately what Dr. Jacob's position here is.

8444. Do you teach the whole of the scholars?—The whole of the scholars at Hertford come into my school to receive instruction in Latin and religious instruction.

8445. Not anything else?—Nothing else but Latin and religious instruction.

8446. The other subjects are taught in separate schools?—In a separate school.

8447. How many other schools are there ?—There is another school called the reading and writing school. My own school is called the grammar school.

8448. Are there only those two schools ?—Yes.

8449. Where is arithmetic taught ?—In the reading and writing school. They teach arithmetic, geography, dictation, and writing ; in fact, the usual routine of a school.

8450. The boys at Hertford are very young boys ?—At this moment there are not 40 boys above the age of 11 in altogether 461 boys.

8451. How is the discipline provided for ?—At the discretion of the masters.

8452. At the unfettered discretion of the masters ?—Yes.

8453. There is no officer there of the same kind as the warden in the London, is there ?—Yes, there is. The person who is now called the Warden in the London school was formerly called by the title of Steward. The person at Hertford who officiates like the warden in London is called the Steward.

8454. In what way is the discipline of the Hertford school under the control and management of the steward ?—I answered that very fully in the written papers I sent in, but if you will allow me I will give you the substance of it. The discipline in my school is under my direction ; in the reading and writing school it is under the direction of the head master of that school. Out of school the discipline is in the hands of the steward.

8455. Is corporal punishment inflicted ?—Yes, sometimes.

8456. Has the steward the power of inflicting corporal punishment for any irregularity committed out of school without consulting you ?—Certainly ; he has the supreme management of the discipline out of school, just the same as I have it in school.

8457. (*Lord Lyttelton.*) There is no appeal to you ?—None whatever.

8458. (*Lord Taunton.*) Do you find any inconvenience in this division of authority with regard to discipline upon the moral training of the boys ?—None whatever. There is the greatest harmony existing between us; in fact, one person could not take it all.

8459. What is the number of boys ?—461.

8460. Do you think it would be impossible for the head master of such a school to take upon himself the duty and responsibility of the general discipline of that number of children ?—The head master could not do it in the same effectual manner in which it is now done through the steward.

8461. (*Lord Lyttelton.*) Is it not done so in every other school in England ?—I do not know. I always say that it is the advantage of the system of this school that the authority is divided in that manner ; for instance, it is a great relief to me indeed when my school hours are over, and when I am tired and exhausted with school work, that another person takes the charge of all the domestic arrangement and government of the school.

8462. (*Lord Taunton.*) Do you think it is advantageous for the children that there should be that division of authority ?—I think so as regards discipline. I only speak from what I see and know of the state of things at Hertford.

8463. (*Lord Lyttelton.*) Do you consider it possible that the head master of a school of 500 boys should have the general control of their discipline and management throughout the day ?—In one sense he might be able to do it, but I do not think any head master would be able to do it so effectually as in this school.

Rev. N. Keymer, M.A.

28th June 1865.

8464. (*Lord Taunton.*) Who is the steward?—His name is Ludlow, and he has held the office a considerable time.

8465. Was he never engaged in tuition himself?—Yes.

8466. In what capacity?—He was the writing master. He was removed from the position of master of the reading and writing school to become steward.

8467. Was he selected with great care?—I should think so. He had been in the service of this institution a long time before he was appointed steward. He had himself been a master a long time, both in Hertford and London.

8468. Are you not of opinion that you have much better means of judging of the disposition and character of these children, from your teaching them and giving them special religious instruction, than your steward?—I have only a portion of the boys under my direct and immediate supervision; for instance, I have the two head classes of the school. These are the only boys who are immediately under my control and direction. I do not know the mass of the other boys. They are all under junior masters, and they are personally unknown to me until they come into my classes. I only see them quarterly in the way of examination. Those boys now are under the steward's eye the entire day.

8469. (*Lord Lyttelton.*) Can you say whether, in the estimation of the school, and of those who attend to it, the masters and the steward are looked upon as equal and co-ordinate authorities?—Undoubtedly they are in their respective departments.

8470. Is their general *status* about the same?—No; for instance, the title of head master is generally given to me, but that title is never given to the steward or warden. No doubt in the place of rank the precedence and so on would be given to the head master. Therefore, in that sense, they are not exactly in the same position.

8471. (*Lord Taunton.*) Do you interfere at all with the studies of the other branch of the school?—Only with my own school, the grammar school.

8472. Not with the other school?—No; there is a head master for that school.

8473. He is co-ordinate with you?—In one sense he is. In anything as to which the two schools would clash I should have the superior authority.

8474. Is the school at Hertford under the general management of the committee of almoners?—Yes.

8475. Do they visit the school frequently?—Yes; two governors usually come down monthly, and all the committee in a body, or the greater part of them, come down annually.

8476. (*Lord Lyttelton.*) Do the same two generally come?—No; always two different governors monthly throughout the year.

8477. (*Dr. Temple.*) There is an entrance examination, is there not?—Yes, in London.

8478. They are examined before they come to you?—Yes.

8479. And you are bound to receive those who are sent?—Every boy comes down to us in the clothes already accepted, and already a scholar of the institution, and we receive them.

8480. Who determines in what class they are to be placed?—I do.

8481. You examine them yourself?—Yes.

8482. Who determines when they are to go from Hertford to the school in London?—I do. The Treasurer fixes the time and amount of each removal of boys to London, and I select the boys to be removed.

8483. You determine that absolutely?—Yes.

8484. Without reference to any one ?—Yes, except that as a matter of general good for the school we always send a few for age. It is not desirable in such a body of young children to have them above 12, and therefore if a boy is of such poor capacity, or is hindered by illness, and arrives at the age of 12 before getting to the first form, we send him up.

8485. (*Lord Taunton.*) Do boys ever come to you extremely ignorant of the merest elements of knowledge ?—Yes. Of late years there has been a standard for admission.

8486. Is that standard of a very stringent nature, or is it a low one ? It is to be able to read the Gospels with facility.

8487. Is that very rigidly enforced ?—As far as I can judge. It is only of recent introduction, and therefore it is well not to be too strict at first. I think it is very fairly done at present. All boys who come down can read.

8488. Do you believe that there would be any harm in somewhat raising the standard and requiring a boy to be decently well taught before he enters a school ?—The boys are admitted into this school from the age of 7 to 10. and the standard is the same for a boy of 7 as of 10. If a boy come in at 10 it might fairly be required that he should know a little more than a boy of 7.

8489. Do you believe that the previous education of these children is often very much neglected by the parents under the supposition that whether they are ill or well taught, if they can get a presentation from a governor they will find their way into the school ?—That was unhappily true until this recent law was made, but it is not true now.

8490. Do you believe there would be any harm in raising the standard now ?—I for one should be very glad to have it raised provided you could accomplish it, but I am afraid you could not.

8491. What are the difficulties ?—Of course if the governors assented to it, and if it were adopted by them, the better prepared the boys came in the more pleased we should be.

8492. Do you not think it would have a good effect on the education of the children before they come to the school, and that the parents would be induced to prepare them better than they do ?—Yes, I can give you an instance now. We have had an admission this year. At Easter we had 80 boys, but out of those 80 boys there were only two boys qualified to go on to the first form at Hertford. They were at the age of about 10.

8493. (*Dr. Temple.*) What work do they generally do in the first form ?—They have thoroughly gone through the grammar ; they are supposed to have mastered the Latin grammar completely, and to be able to translate easy work—Phædrus' fables, and so on.

8494. There were only two up to that standard ?—Yes, and generally speaking there are only two or three who can enter the first form.

8495. How many forms have you ?—Seven.

8496. How many of those 80 boys went into the seventh form ?—If 15 or 16 out of the 80 got above the lowest form it would be as many as there were.

8497. You mean that only 15 or 16 were above the seventh ?—Yes, they have not begun Latin, that is the fact.

8498. But they can read ?—Yes, they can all read, and some have made progress probably in geography and history, but not commenced Latin. We often have boys forward in arithmetic, geography, history, and generally in English education, but they have not commenced Latin.

8499. Who determines what books they shall do in these seven classes ? —Of course we have a grammar. We have not much choice of books

Rev. N. Keymer, M.A.

28th June 1865.

at Hertford. We use the Hospital Latin grammar, we use a construing book, and Phædrus. Those are the only books which we use.

8500. Are you supreme as to the books to be used?—We have used the same thoughout. We have had no change. We do not want any change with such elementary books as those.

Rev. J. T. White, M.A.

The Rev. John Tahourdin White, M.A., called in and examined.

8501. (*Lord Taunton.*) You are the master of the Latin school in Christ's Hospital?—Yes.

8502. Will you have the kindness to explain to us what is the meaning of that term?—About eight or nine years ago it was considered necessary to remove the boys who could not make satisfactory progress in their classical studies to a separate department, and I was requested as an old and experienced master to take charge of it. The Latin school now consists of all boys who have failed to attain the rank of the upper school by the time they have arrived at the age of 13 years and 6 months. I receive them from all parts of the lower school, and if necessary from the lower class of the upper school.

8503. Are they boys whom it is thought undesirable, on account of their future destination in life, to encourage to prosecute their Greek studies, or are they boys who are found inapt for the Greek?—It is rather a peculiar school in this way; it consists partly of boys whose education has been neglected before they entered Christ's Hospital, and partly of boys who have really very little intellect.

8504. What is the number of boys in your school?—My numbers vary very much. This partly arises from the age at which the boys are admitted into Christ's Hospital, partly from other circumstances. At the examination a few days ago my numbers were 144. Three boys have been discharged in consequence of their having arrived at 15 years of age, so that at present there are 141 boys under my charge.

8505. (*Lord Lyttelton.*) The name "Latin" school appears to mean that Latin is the highest point they can reach?—It is a distinctive term; originally it was called the middle school, but many of the boys took offence at it, from their schoolfellows calling them "middlers." A great many quarrels arose out of it, accordingly the term was altered to Latin school, simply because Greek is excluded from it.

8506. (*Dr. Temple.*) Will you be so kind as to describe the organization of your school; how many classes does it consist of?—It consists of one class subdivided into six sections; for instance, the 144 boys are divided into two parts of 72 each, and then that number is again divided into three sections. I am receiving boys from all parts of the school, and I am obliged to classify them as well as I can.

8507. How many masters have you to assist you?—I have at present one pupil-teacher to assist me. That may require some explanation. The Latin school originally consisted of 200 boys; but subsequently, from various causes, its pupils were reduced to about 160. This was a number too large for one master; yet, considering the usual extent of the classes of the several masters at Christ's Hospital, not sufficient for two. I therefore submitted the following plan to the committee, viz., either that boys should be admitted into my department at the age of 12 years and six months (instead of 13 years as before), that the number of masters should be increased, and that the sphere of education should be extended; or else that the age of admission should be fixed at 13 years and six months; a course which, I imagined, would so reduce my numbers as to enable me to undertake their instruction without assistance. The latter alternative was adopted. But as my numbers were

Rev. J. T. White, M.A.

28th June 1865.

still larger than I had anticipated, I applied for and obtained the services of a pupil-teacher. This is only the first half year that I have entered on the plan, consequently the system has to be tried.

8508. Have you no assistance for these 144 boys?—I have a pupil-teacher with me.

8509. Do you mean that you teach them entirely with this pupil-teacher?—I do.

8510. What do you teach them?—Latin, Roman history, and ancient geography. I also give them elementary religious instruction. My pupil-teacher assists me by hearing, in my presence, such lessons as are committed to memory. All other parts of instruction are undertaken by myself.

8511. How many lessons will each boy have in the course of the week from you?—Three lessons each day. Two days in the week in alternate weeks my pupils are not with me. The boys come in divisions in alternate weeks. In one week they come for six mornings, and then the next week for four afternoons, Wednesday and Saturday being half-holidays.

8512. During the remainder of the time they are in the mathematical school, or in the commercial school, or where?—In the mathematical, commercial, English, or French schools.

8513. Can you describe what is the lowest point of attainment, and what is the highest of the 72 boys that are with you?—I was very much puzzled when I first had the school what to do with them. I tried various plans. Eventually I put together a little book of my own, which I have called a progressive Latin reader, containing selections from Eutropius, Phædrus, Ovid, Cicero, Virgil, Horace, and Pliny's letters. Some boys do exceedingly well, and others are very much below the mark. Their capacities vary very much.

8514. Can you state what is about the minimum and maximum of their attainments?—Generally speaking, before a boy leaves me he will be able to construe Horace very well, but some boys cannot advance thus far. I have some boys almost incapable of being taught Latin.

8515. What is the minimum?—Eutropius; but some of the boys can hardly do that.

8516. Has it ever occurred to you whether it is advisable to try to teach these boys Latin, or, inasmuch as they can do so very little, whether it would not be advisable to substitute something else?—My opinion is, certainly, that with regard to some few boys it would be well to forbear giving them instruction in Latin.

8517. Are they equally incapable, for instance, of learning physical science?—I believe they are. I have often inquired, and I find that they are much of the same character everywhere. I have not the slightest complaint to make of their conduct, only God has not given them ability.

8518. Do you think that what you do for them is, on the whole, the best preparation for their going into business afterwards, or into other occupations in life?—Do you mean whether their education could be extended with advantage, or whether we do as much for them as we possibly can, considering the subjects that we teach?

8519. I meant, first, whether their education could be altered with advantage?—My best answer would be to tell you what I proposed to the committee some time ago, viz., that, inasmuch as the boys in my school varied exceedingly in ability, and as some of them might extend their studies with advantage, some of the upper boys, as an encouragement to them, and at the same time to qualify them for commercial

Rev. J. T. White, M.A.

28th June 1865.

life, should receive instruction in German: in fact, to transform my department into a modern department.

8520. Did the committee listen to this suggestion?—Yes, they went thoroughly into the matter. It was thought advisable at that time, inasmuch as Christ's Hospital was considered a pure grammar school, that the latter alternative which I mentioned to you just now should be carried out; that is, that the boys should be admitted at a later age, and that the numbers should be reduced. Admitting boys into my department at a later age was tantamount to admitting those only who had less intellect.

8521. As things now are, you are not prepared to suggest any alteration in the studies?—Not at all. I have laid my plan before the committee, and I have nothing more to say about it.

8522. I understand the committee adopted an alternative which you would not have preferred?—I submitted my plan. The committee gave their decision.

8523. On your present footing you do not wish to have any change?—No.

8524. Then you did not suggest anything, except the introduction of German?—No, I did not.

8525. And you would not be prepared to suggest anything else?—No, because by introducing German I considered the boys would have what is commonly called a modern school education. They would get Latin with me, German and French in another part of the school, history, mathematics if they were qualified for them, and writing and arithmetic. That I should imagine would be quite sufficient for any commercial man.

8526. To go to another branch of the subject; who determines what boys are to come to you?—That is by order of the committee. They have settled that.

8527. But the committee do not examine for themselves?—No, the standing rule is this, that if a boy shall not attain the rank of the upper school by the time he is 13 years and 6 months of age, he shall be sent to my department as a boy unable to benefit by classical education.

8528. Then it is determined practically by the promotions in the other school?—Yes. The removal to my school takes places after the boys have been promoted to the upper school; in fact, I may put it in another kind of way; that after the half-yearly promotions to the upper school, all boys remaining in the under school who have attained the age of 13 years and 6 months are sent to my department.

8529. You have no power of refusing them?—No.

8530. Have you any power after a time of sending them out of your school back into the other school?—No.

8531. Should you think it advisable that you should have such a power?—No; generally speaking the boys would be unable to benefit by classical instruction.

H. F. Bowker Esq.

HENRY FRANCIS BOWKER, Esq., called in and examined.

8532. (*Lord Taunton.*) I believe you are the head master of the English school in Christ's Hospital?—I am.

8533. Will you have the kindness to state what is taught in that school?—English history, geography, English reading, and the usual subjects connected with English reading, spelling by dictation, and so forth—the whole of the English subjects and English literature.

8534. Is English grammar taught?—No.

8535. Why is that omitted ?—I believe it is omitted because it is considered that the boys can learn sufficient grammar from learning Latin and Greek grammar.

8536. Do you yourself approve of that omission ?—I think the present arrangement of teaching grammar through the classical languages is generally found to be sufficient.

8537. Do all the boys go to your school ?—About 700 of them. The whole of them pass through my school from first to last. When they get into the upper part of the grammar school, and are Grecians and Deputy Grecians, then they leave me entirely.

8538. Are you able to state that the boys leave you with an accurate knowledge of spelling, which is not so ordinary an accomplishment as is sometimes supposed ?—A very fair knowledge. We pay great attention to spelling.

8539. It is rather a difficult subject, is it not ?—It is. Exercises for dictation are selected from some of our best English authors, and great attention is paid to it in all the classes of my school from the earliest stage.

8540. How long have you been at the head of this school ?—I have been at the head of my department of the school for about 30 years, but I have been in the service of the institution for upwards of 40 years.

8541. (*Lord Lyttelton.*) What are the limits of age of the boys in your division ?—The great majority of them remain with me until 15, until they leave school.

8542. When do they come to you ?—I am speaking of the whole of my department. They come when they first arrive from Hertford.

8543. You have the whole school except the Grecians ?—Except the Grecians and Deputy Grecians.

8544. How many assistants have you ?—I have four. The boys are divided, as in the other schools, into two divisions, and the several classes are subdivided into sections, and the boys come by sections, so that they do not come to me every day ; but by a certain arrangement of sections. One half of the time, as you probably know, is given to classics, and the other half is divided between mathematics, French, English, and commercial subjects, such as writing and arithmetic, and drawing.

8545. No classics are taught in your department ?—No ; the boys go to the classical school for classics. All my boys learn classics.

8546. How many boys are under one master in your department ?—I have myself about 150 boys who come to me in different sections, and of that number I have about 30 or 35 at a time. My second master takes the boys in sections of 25. The next master takes them in sections of about 30, and the junior master in sections of 35 or 40.

8547. How far do you teach modern history ?—My instruction is confined to English history.

8548. You teach the whole of English history ?—Yes, the several classes go through a course of English history.

8549. Is it modern geography entirely that you teach ?—Modern geography entirely.

8550. (*Dr. Temple.*) You do not give any instruction of any sort in physical science ?—None.

8551. Is the instruction in drawing a part of your department ?—No, there is a separate school for that.

8552. How many hours a week are assigned to your department ?—I can hardly answer that question without entering into some explana-

H. F. Bowker, Esq.

28th June 1865.

tion. The upper boys come to me three times in one week, for an hour and a half at a time—and twice in the following week, and so on. The junior boys come more frequently.

8553. There are really seven and a half hours a fortnight ?—Yes.

8554. (*Lord Lyttelton.*) Have you the charge of the religious teaching in your department ?—No.

8555. (*Dr. Temple.*) You teach English literature ?—I make the boys read some English literature, and then give them a good outline idea of the great authors. That is all I have time for. I begin at the beginning, so as to give them some notion, at all events, of who our great authors are and what they wrote upon.

8556. When the boys come to you I believe they practically know very little indeed ?—Very little. They are instructed at Hertford in plain English reading and the elements of education generally, and then they come into my department of the school, as well as into the others, when they come to London.

8557. When they leave you at the age of 15, about what standard do they generally attain ?—Those boys will know very fairly the outlines of English history, and have a fair and competent knowledge of modern geography, and certainly be able to spell correctly, and to read fairly.

8558. Do you teach them any book-keeping ?—No, that does not belong to my department.

8559. You do not teach arithmetic ?—No.

8560. (*Lord Lyttelton.*) They have writing lessons ?—Yes, but not from me.

8561. (*Dr. Storrar.*) Do you teach the boys any English grammar ?—No.

8562. They depend entirely for their English grammar upon their classical education ?—Entirely.

8563. (*Mr. Acland.*) Do you teach what is called analysis of sentences ?—No, we are not able to do that ; we have not time.

8564. Should you wish to do so ?—I think it would be very useful indeed if we could get time for it. The difficulty, of course, is time, one half of the time being given to classical instruction, and the subjects I have just mentioned being compressed into the other half of the time.

8565. Can you favour the Commission with any suggestions as to the most efficient way of preparing such boys in the knowledge of the English language without reference at all to your instructions, but simply to your own opinion ?—I think it would be a good thing, for a great number of the boys to receive competent instruction in English grammar. In a large school like ours, and considering the class of boys who come to us, I think it would be very advantageous for them to receive more instruction in English.

8566. Do you think that the teaching of Latin might be specially adapted to that object of qualifying a boy going into trade at 15 to understand his own language ?—I think so.

8567. Would it be the same method of teaching as that which would be the best for the purpose of teaching Latin with a view to University life ?—I think not.

8568. Can you point out what the distinction would be ?—I think, as far as I am competent to give an opinion, that in teaching classics for the University you must go into the higher subjects and thoroughly analyse the classical languages, whereas to teach Latin with a view to teaching English a much less amount of knowledge would be required, just so much as would enable boys to understand and appreciate that

large proportion of our language which is derived from the classical languages.

8569. Have you any other suggestions to make in reference to the future position of these boys, as to the best mode of spending the fund? —No, none whatever.

8570. Do you think that the present arrangement of having only a boarding school is the best?—I think so, as far as I can see. I think the question has been raised in the institution amongst the masters, and also I believe amongst the governors, as to whether it would not be advisable to establish a large day school.

8571. (*Lord Taunton.*) Do you think that could be done in combination with a great boarding school such as it now is?—I have no doubt of it.

8572. (*Mr. Acland.*) Would you make that day school a gratuitous school or would you have a payment for it?—I think it would be advantageous in that case to have a small payment; all experience shews that what is paid for is more highly valued than that which is bestowed gratuitously.

8573. Do you know at all what would be the market value of it?—Looking at the City of London school, where the charge is eight guineas a year, I think there might be some such payment as that. A large day school giving the advantages of such an education as we are now giving to our boys would certainly extend the benefits of the institution over a much larger area.

8574. Would you make any alteration in the character of the education for such a day school?—I would make it very much the same. I think our education now is as good as we may reasonably expect any education for such a school to be.

8575. (*Rev. A. W. Thorold.*) In the case of a school of that kind, the buildings I conceive would require enlarging if such a school was of any importance as to size?—So far as the question has been discussed and talked of privately amongst us, it has been rather in this way, that if the number of boys now receiving the benefits of the institution were reduced, that then we might of course establish one or two schools either here or elsewhere in other parts of London. Of course such schools to be of extensive benefit must be Metropolitan schools.

8576. Do you think, considering the fact of the City of London school, St. Paul's school, and Merchant Taylors' school being in the immediate neighbourhood, there would be room for a large day middle-class school connected with this Hospital?—I think ample room. I think the population of London is increasing to such an extent that there would be ample room for it.

8577. I think you are chief of your department?—Yes.

8578. And entirely responsible for it?—Entirely.

8579. What are your relations with the Committee of Education?—I am intrusted by the committee with the entire charge of my department, the entire control of it; and the only thing that I have not the control of, is the appointment of assistant masters. My opinion, however, is always taken as to the appointment of assistant masters. When a vacancy occurs, the committee always request me to give my opinion. I think they would not appoint anyone whom I had a decided opinion against. They intrust me with the entire responsibility. I have the freest communication with the committee on all occasions. If I want any alteration made, or have anything to complain of, I write to the committee, and am always received with great courtesy and attention, and my suggestions are almost always carried out.

H. F. Bowker, Esq.

28th June 1865.

8580. In your experience the relation of your department with the committee works well?—Exceeding well.

8581. Can you suggest any way in which it might be improved with respect to giving you more freedom of action or greater responsibility?—No, none whatever. I think, if I may be allowed to say so, the general arrangements of the school are working well in giving a responsible person to the headship of each department; our school is so entirely different from any other school of the kind, the great majority of our boys, about 180 out of 200, go into commercial life every year, and it is very important therefore that they should be well instructed in those subjects which prepare them for their future position in life, and the having a head to each department, as we do now, gives an amount of interest to that department; the head of each department is of course most anxious to work up his department to the highest possible state of efficiency, and the committee demanding of us a great deal of work, we feel our responsibility very much, and we endeavour to work it with as much success as is compatible with the time that is allowed to it.

8582. What share have you of the discipline of the school?—I have none of the discipline out of school except this, that a certain number of the masters visit the wards of an evening, and I am one of them. I take charge of three of them. Our object is not so much to visit as censors but rather as advisers of the boys as to the manner in which they should spend their evenings.

8583. Before they go to bed?—Yes, to give them little hints as to their reading, the way in which they should prepare their lessons, and the way in which they should conduct themselves.

8584. (*Lord Lyttelton.*) Do they prepare their lessons overnight in their dormitories?—Yes. If anything is going on wrong, if there has been any moral delinquency, or if any boy has been guilty of a breach of discipline, I take the opportunity of talking to the boys about it, not, as I said just now, in the way of censorship so much as of advice and of kind and friendly suggestion.

8585. (*Lord Taunton.*) Do you communicate with the warden in performing those functions?—We keep ourselves in friendly communication with the warden on all matters of discipline.

8586. Do you find any inconvenience in the separate functions with regard to discipline, of the warden and the masters?—Not at all. We find that it works exceedingly well. It would be quite impossible for the masters to take the entire discipline of a great school like this, unless the whole institution was entirely remodelled, unless the masters had the boys residing with them under their roof, or more houses were constructed in connexion with the dormitories. The great majority of the masters are non-resident.

8587. Are you a resident?—I am not now, I was formerly.

8588. Do you see any objection to the head master of this school taking upon himself that general control of the discipline of the school, and responsibility for the moral conduct of the boys, which head masters usually exercise over the largest public schools in this country?—I have had no experience of the working of such a thing, because our institution always has been conducted on the plan I have referred to. I have found the present system of keeping the discipline quite distinct work exceedingly well. At the same time, the warden always communicates with the head master in all matters of difficulty, and takes his counsel and advice.

8589. (*Rev. A. W. Thorold.*) Out of school hours, if you saw a boy doing what he had no business to do, should you feel yourself at liberty

to interfere with him, or must you go to the warden?—As a master, I should have a perfect right to interfere with him.

8590. (*Lord Lyttleton.*) Should you feel yourself bound to do it?—I should feel myself bound to do it.

8591. (*Rev. A. W. Thorold.*) The instant the boy leaves the schoolroom he is not out of the reach of your authority or your responsibility?—Not at all.

8592. Though there is a warden specially appointed to look after the discipline of the school?—Yes, but the warden was appointed, and arrangements were made with this view, that it was not possible for the masters, engaged as they are for six or seven hours a day in tuition, to look after the boys after school hours in so large a school as ours, consisting as it does of nearly 800 boys.

8593. Especially when several of the masters are non-resident?—Yes.

8594. What are the relations of the masters of the various departments with the master of the upper grammar school?—We consider the head classical master as head master by courtesy. The present head master is the fourth since I have been here. Our relations with all the previous head masters have been very cordial and very friendly indeed, entirely in accordance with the general wish of the committee; we always received our communications from the committee through him, and we always made our communications to him as to the state of our departments, in the most free manner, so as to keep him *au fait* entirely with all we were doing.

8595. (*Lord Taunton.*) Is not the treasurer the organ of communication?—The treasurer is the head, but in the time of Dr. Rice, Dr. Greenwood, and Dr. Trollope, we always kept ourselves in communication with the head master also, and the communications from the committee, so far as they affected the whole institution, were generally made to us through him.

8596. (*Rev. A. W. Thorold.*) Do you not do so now?—No, simply because there is so much difficulty; Dr. Jacob seems to me to decline taking the responsibility which most of us think belongs to his position.

8597. What kind of responsibility do you mean?—I mean in this way,—difficulties arise in a great school like ours, and we are always glad to go to a man of his position and experience, to consult with him, and to ask his advice.

8598. (*Lord Lyttelton.*) But in point of authority you consider yourself as co-ordinate with the head master?—No, it is not that. We consider, that our departments are inferior to his, and that his standing and position in the school is higher than our own, and we all treat him with the respect which is due to the head.

8599. Those are points of courtesy and precedence, but in point of actual authority you are on a level with him?—We do not consider that. We consider that if the opinion of the head master were decidedly expressed in anything as to which we differed, then his opinion would rule the question.

8600. (*Lord Taunton.*) Are you of opinion that it would be desirable that the situation of the head master, on all these points with reference to the other masters and with reference to the treasurer, should be more distinctly defined than the others?—The position of the head master is really very well defined, and his authority is very much greater than Dr. Jacob seems to think.

8601. (*Rev. A. W. Thorold.*) Your opinion seems to be that there is an authority in the hands of the head master and a relation of pre-

H. F. Bowker, Esq.

28th June 1865.

eminence with respect to the other masters, which Dr. Jacob might assume and act upon if he were disposed to do so?—Undoubtedly.

8602. (*Mr. Acland.*) Do you think that Dr. Jacob's unwillingness to assume this authority is in part traceable to the position in which he is placed with reference to the warden and some other officers?—I can hardly answer that question. It is rather a delicate and difficult question to answer.

8603. Supposing yourself to be in the position of the upper grammar master of this school, should you like to have an officer by your side in the position of the warden?—I should not object to it; in fact, I believe it would be impossible for the head master to take the whole of the duties into his hands.

8604. Do you not think that that warden ought to be accountable, at least in the first instance, to the superior master?—I hardly think that that would work well in a great institution like ours.

8605. Then, as far as you can judge, you do not think that the want of responsibility in the head here is the fault of the regulations?—I do not think so.

8606. (*Dr. Storrar.*) When was the office of warden first instituted?—I think about five years ago.

8607. In the charge book, the charge to the warden bears date the 11th October 1860, was that the time?—About that time, I think.

8608. How many years was that after the appointment of Dr. Jacob?—Dr. Jacob was appointed in 1853 or 1854.

8609. Are there any duties assigned to the warden which are essentially different from those that formerly fell within the duties of the steward?—No; none whatever that I am aware of.

8610. Does the steward at present exist?—Yes; only his duties are now confined to those duties which are implied by his name, looking after the provisions and so forth, and the warden takes the other half of the duties.

8611. Can you assign no special reason for the institution of the office of warden, with such duties as are assigned to him, about the time when it was first instituted?—Entirely because it was found after a considerable experience that there was a great deal too much for the steward to do; that it was impossible for the steward to do so much, that, in fact, it was not possible for one man to perform both sets of duties efficiently, and it was considered advisable to appoint a warden, whose position should be that of simply looking after the discipline and good order and welfare of the school after school hours.

8612. Is there no reason to suppose that the duties of warden as specified in the charge to the warden, in some degree encroached upon those duties which were previously exercised by the head master?—None; I do not think there was the slightest intention of diminishing the previous responsibilities and duties of the head master or to encroach at all upon them; on the contrary, it was quite in the other direction. It was found that the steward himself was hardly competent to undertake the double duty, and therefore it was thought better to divide the duties into two parts, and to appoint a warden. I do not think there was the thought in the mind of any governor or of the committee of encroaching on the authority of the head master, or on the authority that any head master had ever had. As one of the oldest masters of the hospital, I may be permitted to add that I have had very ample opportunities of watching the progress of its pupils in after life; with very rare exceptions this has been most satisfactory. The great majority of the boys, as I have before stated, go into commercial occupations; and one of the best proofs of their success is the fact

that a considerable number of the merchants, bankers, and heads of other commercial houses in London and elsewhere, apply to the institution for youths educated here. These youths are almost always found to be characterized by integrity, intelligence, and energy.

RICHARD GRIGGS, Esq., called in and examined. *R. Griggs, Esq.* 28th June 1865.

8613. (*Lord Taunton.*) I believe you hold the office of warden of this institution?—I do.

8614. How long have you held that office?—Nearly five years.

8615. Were you the first person appointed to that office?—I was the first person appointed to that distinct office.

8616. Were you previously in any way in connexion with the institution?—I was for 34 years a master in the commercial school, and for 25 years of that time I was the head of that department.

8617. What do you consider your functions as warden to be?—My functions are contained in the charge, the main heads of which I shall be glad to lay before you. "It being already provided by the orders of "the hospital that faults committed by the children when in school "under their masters shall be by them duly punished, it is your duty "to take care that at all other times the children of the hospital shall "be under such control and superintendence as may prevent the com-"mission of fault or ensure its detection, and may encourage them to "behave properly, with due respect, to all persons, and with kindness "and justice to each other." So that my duties are to take charge of the boys whenever they are not under the charge of the masters.

8618. That is during their play hours; do you consider that you have the general superintendence of them in their dormitories?—Yes; with the assistance of the masters.

8619. Do you think that you, who have nothing to do with the instruction of these boys, have the means of judging of their different characters and dispositions in the same way that a master would have?—I think so, the boys are constantly subject to my supervision. I am constantly visiting the wards and becoming acquainted with individual character, and therefore I have the best opportunities of knowing the character of the boys here.

8620. Have you often occasion to speak to a boy, unless it is to reprimand him for some impropriety?—Most frequently.

8621. In what way does that happen?—It happens when I go into the ward. I generally inquire of the matron as to the state of her ward. She will mention such boys as are in any degree troublesome, and of course I immediately take an opportunity of conferring privately with these boys.

8622. In that way the most troublesome boys are brought under your notice, but have you any means of forming a judgment of the general disposition of boys who are not pointed out to you for some particular reason?—I do so through the masters who visit the wards with myself, also by observation at church, in the hall at meal times, and in the play-grounds, as well as by frequent communications with their friends.

8623. (*Lord Lyttelton.*) Are you present with the boys in the play-ground?—I superintend generally. I have a great deal of office duty to perform as well, arising out of a very extensive correspondence with the friends of the boys, and whenever my duties in the office permit, I am perambulating the grounds.

8624. (*Lord Taunton.*) You have the power of inflicting corporal punishment in extreme cases?—Yes.

R. Griggs, Esq.
28th June 1865.

8625. Is that often resorted to?—There is very little corporal punishment in this school.

8626. Upon an average how many boys are so punished in a week?—I should say that two boys a week may receive a slight punishment with the cane, and I should think about once a month, or once in six weeks a boy would have the rod.

8627. That is for graver offences?—Yes.

8628. In either case by whom is the punishment inflicted?—In my presence, by the porter of the institution.

8629. Always in your presence?—Always in my presence.

8630. In the case of a master thinking it right to inflict corporal punishment upon a boy, how is that done?—They do it of their own authority.

8631. Do they do it themselves, or do they employ the beadle to do it?—If they use the cane they do it themselves, if they use the rod they employ the porter.

8632. (*Lord Lyttelton.*) Do you report to the head master or to any authority above you with respect to the boys?—I do not report except to the treasurer, but I am in constant communication with various masters according to the tenor of my charge, "You shall maintain and "support the authority of the masters, the matron, under matrons, "beadles, and monitors, and without delay investigate any complaints "which they may make to you of misbehaviour on the part of any "of the children, and you shall specially attend to any information "which may from time to time be communicated to you by the masters "appointed to visit the wards;" so that I am in constant communication with the masters, and the masters with me.

8633. You do not consider yourself under the authority of the head master, but under that of the committee of almoners?—I am under the authority of the committee of almoners, not under the head master.

8634. (*Dr. Temple.*) In no case would there be any appeal allowed from you to the head master?—Yes, by all means, and it would be rather encouraged. If a boy felt a grievance he would be rather encouraged to appeal to whom he pleased, to any authority, to the head master, or the treasurer.

8635. (*Lord Lyttelton.*) Would the head master entertain an appeal by a boy from you?—I imagine he would do so.

8636. He would listen to it?—I have no doubt of it.

8637. (*Lord Taunton.*) Has any case ever occurred in which that has happened?—At the present moment a case does not occur to me. Only yesterday morning I found that a boy was going on unsatisfactorily. Dr. Jacob came into my office. I communicated the matter to him, and asked him not to receive it as an official notice, but to kindly communicate privately with the boy, and use his influence. He happened to be one of Dr. Jacob's boys.

8638. (*Lord Lyttelton.*) Have you any assistants in your own department?—I have the partial assistance of the librarian in office work.

8639. Not as regards the discipline of the school?—No.

8640. (*Dr. Temple.*) If any boy does wrong out of school, and is seen by one of the masters, can that master punish the boy without referring to you?—As a matter of courtesy he would more generally refer it to me, but still he could, if he liked, punish him.

8641. (*Lord Lyttelton.*) Have you anything like the monitorial system among the boys; do you manage them with their own assistance at all?—We have monitors.

8642. What powers have the monitors?—The monitors have no

power of punishment, that is to say, of hitting boys, but they must report the case to me.

8643. Are they bound to report any case of misconduct?—Yes.

8644. Who are those monitors?—They are the senior boys, called the Deputy Grecians.

8645. The whole of the Deputy Grecians?—Yes.

8646. They are necessarily monitors?—Not necessarily, but we have two or three monitors in each ward, according to circumstances, and that generally exhausts the whole class.

8647. Are the Deputy Grecians the highest class in the school?—No, the Grecians.

8648. Then it is the second class who are monitors?—Yes.

8649. Have they authority over the boys above them?—No; because in point of fact the Grecians are separate from the ward. They have a private room of their own, so that they are separated from the ward.

8650. Then these monitors are for the whole school of 700 or 800; there are two or three monitors in office at one time?—Yes, two or three in each of the 16 wards.

8651. Do you find that an effective system?—A very excellent system indeed, in fact we could not get on without them.

8652. The boys acknowledge their authority?—Yes.

8653. Therefore in fact the discipline of the school is in your hands assisted by some of the elder boys?—Yes; and assisted also by the masters.

8654. (*Dr. Storrar.*) Who selects the monitors from among the Deputy Grecians?—I select them originally, but in all cases submit their name to the head master for approval by him.

8655. I observe the following passage in your charge:—"In all "cases of grave misconduct on the part of any of the children you "shall privately confer with the schoolmasters as to their character "and deportment in the school, and in the appointment of boys to be "monitors and to places of trust you shall pursue the same course, "and ascertain whether your opinion of them is confirmed by the ex-"perience of the masters." Do I understand that in the appointment of monitors you take the initiative?—Yes.

8656. And that a boy cannot be appointed a monitor if the master vetoes it?—Of course he would not be appointed.

8657. (*Lord Lyttelton.*) Is the whole of this charge practically in force?—Every word of it.

8658. (*Dr. Storrar.*) Do you assume as a matter of course that the Deputy Grecians would be appointed monitors, and reject such as the masters veto?—Not as a matter of course, because a boy may attain the position of a Deputy Grecian very young indeed, and he would not have the necessary influence with the boys.

8659. It might be within your knowledge that he would not be suited for the position?—Yes. My general knowledge of the character of the boys would indicate such as I consider to be unsuitable.

8660. (*Lord Lyttelton.*) In cases of emergency the treasurer is the person you communicate with?—Yes.

8661. (*Rev. A. W. Thorold.*) Since you have held the office of warden have any practical difficulties of a serious nature arisen as to your relation with the other masters in enforcing discipline?—Not the least in the world.

H. Sharp, Esq. HENRY SHARP, Esq., called in and examined.

28th June 1865.

8662. (*Lord Taunton.*) I believe you are the head master of the commercial school ?—I am.

8663. How long have you held that situation ?—Between four and five years as head master. I have been engaged in the commercial department altogether for upwards of 30 years.

8664. What proportion of the boys go through that school ?—All.

8665. Who determines their going into that school, is it the parents, or the masters, or who ?—No ; they enter the school on their removal from the Hertford establishment.

8666. (*Dr. Temple.*) Do not all the boys go into the commercial school on arriving from Hertford ?—Yes ; but they do not all remain with me during the whole time they are at school.

8667. (*Lord Taunton.*) In point of fact all the boys pass through the commercial school ?—Yes.

8668. What is the nature of the instruction given in the commercial school ?—Writing and arithmetic.

8669. Do you teach book-keeping ?—No.

8670. How much of the boys' time is given to this commercial school ?—Of the boys who attend my department in the upper school each boy during the week attends two days consecutively, and then the boy misses the third day, and attends the French and drawing school. He then attends my school again for two days for an hour and a half each time.

8671. Do you teach spelling at all, or do you leave that to the English department ?—That is entirely confined to the English department.

8672. (*Lord Lyttelton.*) None of the boys are confined to your school for the whole of their time ?—No.

8673. Is it only for distinction that it is called the commercial department, because in fact what you teach is equally necessary for all the boys ? It is not those who are specially intended for commercial pursuits ?—No ; all the boys pass through the commercial school, but there are many who do not remain there beyond a certain age, or rank in the grammar school.

8674. (*Lord Taunton.*) In point of fact your school is a school to teach the boys writing and arithmetic ?—Yes.

8675. (*Mr. Acland.*) Do some of the boys remain with you until they leave the school ?—There are a few who so remain, but the majority of the boys pass from me into the mathematical school, where they receive instruction until they leave the hospital at 15 years of age.

8676. There are some who never leave your school for the mathematical school ?—Yes.

8677. What number ?—I cannot exactly form an estimate at present, but they are few comparatively. The majority pass through.

8678. (*Lord Taunton.*) How far do you carry the study of arithmetic ?—We go to the higher rules—barter, profit and loss, discount, exchanges, vulgar and decimal fractions, and the extraction of roots.

8679. (*Dr. Temple.*) Can you say how many hours a week on an average the boys are with you ?—Each boy has on an average about five hours a week in the commercial school.

8680. And they remain with you as long as they are in the lower school, or in the upper school as far as the Great Erasmus, unless they go into the mathematical school, do they not ?—Yes ; when a boy arrives at the Great Erasmus class he is removed from me immediately to go to the mathematical school, and any well-advanced boys whom I

think proper to recommend to the mathematical master are removed before they arrive at the Great Erasmus class. *H. Sharp, Esq.* 28th June 1865.

8681. (*Mr. Acland.*) What is your opinion about the teaching of book-keeping? Do you think it desirable to teach it as a special subject, or to trust to arithmetic?—I am of opinion that a boy at about 14 years of age cannot possibly get a good knowledge of book-keeping. It is much more likely to be attained when he gets into a counting-house.

8682. (*Dr. Storrar.*) Is your teaching of arithmetic done on the slate or on paper, or is it also mental arithmetic?—The boys work their arithmetic on slates, but they are taught by means of the chalk and blackboard, both in my classes, and in those of the assistants.

8683. Are they exercised in mental arithmetic?—Occasionally I put them such a question as "what ought goods to be sold for, which "had cost so much, to gain 10 per cent.?" A boy will tell me at once by a little practice. I try them in such simple questions as that from time to time.

The Rev. Ernest Brette, B.D., called in and examined. *Rev. R. E. Brette, B.D.*

8684. (*Lord Taunton.*) I believe you are the French master of this institution?—Yes.

8685. How long have you held that situation?—I was appointed in July 1863.

8686. Are you a native of France?—Yes, I was born at Tours, in France.

8687. Of course as French master you teach the boys French?—As head French master I have only the upper school, the lower classes being under two other French masters. The French school last half-year consisted of 542 boys. When the boys come from Hertford they are about 10 years old. They do not take French then, because they are in the lower classes of the grammar school, but when they are in the third form, they go under the third master. When they are in the Little Erasmus they go under the second master, and the Great Erasmus, Deputy-Grecians, and Grecians come to me. I teach only the boys of the upper school.

8688. All the boys learn French, more or less, in the school?—Not quite; I think at this time there are about 800 boys here, and this year in my books I find only 542.

8689. Is it optional with the boys or their parents?—No; when they came up to a certain standing in the grammar school they must go to French as well as drawing.

8690. What I mean is that a boy who goes through the ordinary course of instruction in this school will learn French before he leaves?—Yes.

8691. (*Lord Lyttelton.*) But they do not begin with learning French?—No.

8692. (*Lord Taunton.*) Do you find that in order to teach the boys French adequately they begin early enough according to this system?—No, I do not think so, for this reason—I have divided the French school into two parts, the lower school and the higher school. The higher school, that is to say the Grecians and Deputy Grecians, I have two hours a week, whilst the lower classes which are under the assistant masters have only three lessons every fortnight, which I do not consider enough, as I find that half of their time is devoted to classics, whilst the other has to be divided between drawing, English, writing, arithmetic, and French. I find that those boys, most of whom

Rev. R. E. Brette, B.D.

28th June 1865.

leave us at 15 to go into commercial life, do not know enough of French. I deem it necessary to give private "coaching" to several mathematical boys, when they have to pass a competitive examination for the navy, too little of their time having been previously devoted to French. However, I am glad to say, none have been "plucked" since I have been here.

8693. Do you find that the boys leave the school with a sufficient knowledge of French to be pretty well able to read a French book?—In the upper classes they do very fairly; I always teach them French in connexion with Greek and Latin. I am happy to say that I have always been exceedingly pleased with the upper classes. In my last report I was able to commend the Grecians to the special notice of the committee.

8694. You teach the French grammar systematically?—Yes, and in connexion with the classics.

8695. Are they able to speak French at all?—I have attempted to make them do so. I have begun by dictation. I give them a good deal of dictation. I hope by-and-by to be able to have colloquial French in the classes, but I have been here at work hardly 19 months, and have not been able to have any result in that line.

8696. Have you the selection of the two masters to assist you?—No, I have not. As head master of the French school I was selected first by the committee one of three. Afterwards I was elected by the Court of Governors. One of the under masters I found here; he had been appointed seven or eight years ago, and the other, who is a graduate of the same University as myself, was appointed about the same time with myself by the committee.

8697. (*Lord Lyttelton.*) Are they both Frenchmen?—Yes, and Protestants *by birth.*

8698. (*Lord Taunton.*) Have you any general control over the French studies throughout the school?—Throughout the school. I have the whole responsibility of the French school, so that whenever there is any irregularity in the French school it is the duty of the under masters to report it to me, and I inquire into the matter, and if it is a boy connected with the classes of Dr. Jacob, or any other master, I immediately go and see that master; and we act, I am happy to say, in perfect harmony.

8699. You find no difficulty in your relation with the other masters?—Not the slightest.

8700. Do you find the boys, generally speaking, show an interest in their French studies?—They do, most decidedly.

8701. Have you ever tried to get a little more time for them?—I have called the attention of the committee, in my reports of examinations on this point, because I should like to have a little more time for the lower classes. The two assistant masters have 15 hours a week, and I have myself 17, but I am quite ready to give 30 if necessary.

8702. Do you think there would be any advantage in beginning the study of French at Hertford?—If I judge by what I have seen abroad —when we want to teach a language we begin as soon as we can—I should certainly think it would be a very good thing.

8703. Very young children are able to learn languages in a manner that is quite surprising, considering how little developed their faculties are in other respects?—Yes.

8704. (*Lord Lyttelton.*) Do you think the boys have any appreciation of the good that French will do to them in after life?—I think they have, for this reason. You are aware that all the books belong to the hospital. When the boys are discharged they must return all the books

to me as the master of the French school; but sometimes there are boys who want to go on with French, and they come to ask my permission to keep their books. This, at first, I had no power to do, but I spoke to the Treasurer about it, and he told me that whenever there was a boy who showed an interest in French I was at liberty to give him his books. Within these last eight or nine months I have been able to give the books to several boys who have been discharged.

8705. Are you able, before they leave school, to get them to pronounce well?—Yes; they begin with the third master, who has for the first month to "holloa," as he calls it, French to them, that is, to give them the right pronunciation of words and nasal sounds, which are so difficult for English boys.

8706. (*Lord Taunton.*) Do you endeavour to give them a taste for French literature, the best authors in French literature?—I do with the upper classes; we read poetry, and have a kind of compendium of literature; we translate extracts from the best French authors.

8707. (*Lord Lyttelton.*) Can they read it out aloud?—Yes; in fact, in September one of the Grecians pronounces a speech in French every year in public.

8708. Do they ever know any French before they begin it with you?—Yes; because they have been under my assistant masters.

8709. Before they come to the school, I mean?—Very few.

8710. They hardly ever learn it at home?—Very few. Yesterday I made up the classes, and there are 544 boys; I think there are only three boys among them who have learnt French previous to their admission into the school.

8711. What is about the age that they begin French at the school?—Between $11\frac{1}{2}$ and 12.

8712. That is quite as late as it should be, is it not?—I think so.

8713. You consider yourself as under the authority of the Committee of Almoners?—Yes; and for the working of the school I consider myself in connexion with Dr. Jacob, as I have specially to teach the Grecians.

8714. Do you mean that you receive orders from Dr. Jacob?—No. I do not receive orders, because I have the entire management of the French school; but in any case where I do not know exactly what to do about a boy in my own classes, as the same pupils are under Dr. Jacob and myself, I make it a matter of duty to consult Dr. Jacob. I do the same for a boy belonging to another master, from whom I like to know what he thinks of the boy. I must say, that in every way I have been received very well by Dr. Jacob, and the other masters, and everything goes on smoothly. But if there was any very difficult point, of course, by the charge I have received it would be my duty to send my report to the Committee of Almoners, but I have not had any occasion to do so as yet.

8715. You would consider yourself bound to attend to the orders of that committee?—Yes.

8716. (*Dr. Storrar.*) You have no difficulty in maintaining discipline in your school?—Not the slightest.

8717. Have your assistants?—No. My own classes are downstairs, in my study, and the lower French school is at the top of the building. Whenever I go upstairs, as it is my duty, to superintend the studies or examine the classes, I am always pleased with the state of discipline.

8718. Do you think, so far as you can judge, that you are able to maintain discipline as well as any of the English masters?—Certainly. I have been for 10 years in this country. I have been at a large school at Cheltenham, and previously at another at Bath. I have always

Rev. R. E. Brette, B.D.

28th June 1865.

seen that any French master could maintain discipline as well as an Englishman if, to begin with, he was a gentleman in manners and by education; secondly, if he was a competent master or a graduate; and, thirdly, if well backed by the authorities of the school, be they what they may, head master, committee, or any other. When first I came here, having seen all the public schools in England, more or less, I adopted a plan which is followed in France, which is adopted at Harrow, and also, I think, at Rugby, that is a punishment school on Wednesdays and Saturdays. In the case of those boys with whom I was not quite satisfied by the representations of the assistant masters, as well as by my own marks, I punished myself *a little* and the boys *much* by keeping them in for two or three hours in the afternoon. What has been the result? For the last seven or eight weeks, for want of offenders, I have had no such punishments to inflict. If the Commissioners like to see them, I have all the papers and exercises of the boys. I never allow exercises to be presented to any of the assistant masters unless they are written as perfect copies. I am aware that there have been in many schools men who had the name of French masters, but who were not competent for their post, because, first, they were not gentlemen by education, and, secondly, were of hasty tempers; but I have always found that the greatest evil was that they were not backed by the authorities. I must say that both from the committee, and from Dr. Jacob and other masters, whom I see almost every day, I have been always backed and seconded, so that everything has gone on as smoothly as could be, as was the case at Cheltenham also.

8719. (*Lord Lyttelton.*) You have had experience of other schools in which the boys are of a somewhat higher social position than the boys here. Have you found an equal aptitude in the boys here to learn French, as in boys of a somewhat higher class of society?—As to aptitude, I should say about the same amount, though I must not forget that in some other schools the average of boys who are acquainted with French before they enter is certainly higher. With reference to aptitude, I should certainly say it is quite as good.

8720. (*Mr. Acland.*) You said that you wished for a little more time for French?—For the lower classes.

8721. Have you ever taken any steps to obtain that time?—I was appointed here in July 1863: When I began my duties in September, I found that every class of my own had two hours a week. I thought that was sufficient, but at Easter 1864 there were considerable alterations made in the school, which I very much regretted. As I have said before, I called the attention of the committee on this point.

8722. Who made those alterations?—I think they came from the grammar school.

8723. Did the Committee of Almoners make them, or by whose authority were they made?—By the authority of the Almoners.

8724. What induced you to obey them?—Because I received an order.

8725. From whom?—From the committee, of course.

8726. If you wish to have any alterations made, have you facilities for suggesting them?—Yes; if I saw my way to any alteration, I should certainly speak to Dr. Jacob, he being the head of the grammar school, because such alteration would necessarily encroach on the time given to classics, and then apply to the Committee of Almoners who would have to give their sanction.

WILLIAM HENRY BACH, Esq., called in and examined. *W. H. Bach, Esq.* 28th June 1865.

8727. (*Lord Taunton.*) I believe you are the drawing master of this institution ?—Yes.

8728. How long have you held that situation ?—Thirty-five or 36 years.

8729. Are all the boys taught drawing in their progress through the school ?—Yes.

8730. How much time is devoted to it ?—There are two distinct classes. That comprising the Great and Little Erasmus is divided into four sections ; they attend separately, and have one hour's lesson per week. The other class is divided into six sections ; these also attend separately, and have nearly three hours lesson per week.

8731. Do you find that that time is sufficient for the purpose of instruction in drawing ?—I certainly do a great deal more by adding much private time of my own than I could do if I limited myself to the time allowed by the Governors.

8732. Do you find the boys willing to avail themselves of that extra time ?—Yes.

8733. They are fond of the instruction in drawing ?—Yes.

8734. Do you find that a great number of the boys who come under your tuition in drawing have some degree of aptitude for it, or is it a rare qualification ?—A fair proportion show tolerable aptitude, very few much natural genius. Instances are not uncommon of scarcely any aptitude.

8735. But even in the case of those who have no great aptitude for drawing, and who are not likely to push it far as a question of art, do you believe that it is useful to them to learn the use of their hands ?—Most decidedly, for the power of drawing useful forms, though but roughly, must be an advantage, and this the most inapt may acquire. Again, in cultivating the hand, though but with little success, the observing faculties are most certainly improved. There is no learning by rote.

8736. You have instructors under you, I believe ?—I have one.

8737. (*Mr. Acland.*) Do you teach drawing at all from flat examples? —Yes.

8738. Outlines ?—Yes.

8739. Do you teach from models ?—Yes.

8740. What sort of models ?—Of geometrical forms and of familiar objects, as marine craft, and rustic structures. A variety of house utensils and furniture also afford exercises.

8741. Do you make a great distinction in the method of teaching those who have artistic power and those who have not ?—Yes.

8742. Will you point out what distinction you make when you find a boy, for instance, who has no artistic power, and whom you are teaching to have the power of delineating mechanical form? In what respect do you give him different instruction from that which you would give to a boy who had something of an artist in him ?—The boy that I consider of the first class you mention is kept generally to model drawing, geometry, and freehand : drawing from common objects is not wholly omitted. Boys who have greater aptitude are, in addition to exercises already mentioned, taught to make finished drawings in light and shade from different objects grouped or single, and combined, as may be consistent, with landscape or coast scenery. Instruction in composition is included in such lessons. But this explanation you would better understand by seeing some drawings of my pupils at this time in my possession.

W. H. Bach, Esq.

28th June 1865.

8743. Do you make much use of copies, lithographs ?—Very little use.

8744. Do you find that boys who have no artistic power are still capable of apprehending perspective ?—Yes.

8745. Do you teach practical geometry at all, that is the power of drawing designs ?—No, I do not.

8746. Have you any reason for not teaching that ?—Only because I believe we have got the most useful subjects in hand, and have not time for others.

8747. Is there any wide or marked distinction in principle between your methods and those pursued at South Kensington ?—There is the omission of certain subjects ; that is all, I think the teaching is very much the same.

8748. Do you teach the use of the brush ?—No.

8749. And therefore, of course, you give no instruction in colour ?—No.

8750. Will you say why you do not do that ?—It would require individual instruction. I could not possibly take a single boy, or two or three boys ; it would involve the neglect of the rest of the class.

8751. Do you not go so far as to teach boys to put flat tints on plans ?—No.

8752. Do you teach anything in the nature of architectural or mechanical drawing as a distinct subject ?—No.

8753. (*Dr. Storrar.*) Are you at all successful in making fair artists of boys who have originally shown no disposition towards drawing ?—Occasionally I am. Some at the commencement who show but little disposition and as little aptitude, after a time take a new turn ; mind and application alike improve, and they at last succeed tolerably well.

8754. Do you think any number of them have arrived at the proficiency of those boys who have from the beginning shown natural aptitude ?—Not if the latter have been painstaking and industrious.

8755. So that in fact your experience would amount to this—that although you may teach any boys drawing for some useful purpose, yet the artistic power is a gift ?—Yes.

8756. (*Lord Lyttelton.*) Do you know whether the parents of the boys value their learning drawing ?—Some parents value it so much that they wish the instruction solely on account of what they design for the boy in his after life, for instance, one parent has the opportunity of putting the boy to an engineer, another to an architect, and so on. In the mathematical school drawing also is of very great use, because it comes into naval practice, such as surveying countries or coasts, and making sketches of harbours, headlands, and so on.

8757. Is drawing fairly encouraged by prizes in the school ?—Yes. In addition to the liberal prizes of the Governors, Government prizes are also obtainable, and at the late annual examination of my school as many as 17 were obtained. In the same grade (the 2nd) to which prizes are restricted, 24 certificates of proficiency in particular subjects were also awarded to less successful boys. 492 1st grade certificates were awarded to others. Further statements relative to the last two years' examination are contained in this year's report upon my school by Mr. Redgrave, the public examiner, and may be seen.

8758. (*Lord Taunton.*) I believe the Queen inspects the drawings of this institution once a year ?—Yes.

THOMAS STONE, Esq., called in and examined. *T. Stone, Esq.*

28th June 1865.

8759. (*Lord Taunton.*) You are the medical officer of this institution ?—I am.

8760. How long have you held that situation ?—Thirty years.

8761. I believe the health of the boys is very good ?—Very good indeed.

8762. Are you of opinion that the position of the school, in the midst of this densely populated part of London, at all prejudicially affects the health of the boys ?—That is a subject which, of course, I have considered very frequently ; I am bound to say that I do not think it does at all affect their health.

8763. I suppose they would be none the worse for breathing country air ?—Certainly not.

8764. (*Mr. Acland.*) That would depend upon the situation of the country ?—Yes.

8765. You consider this a particularly healthy situation for town ?—Yes.

8766. And you can imagine country situations which might be worse ?—Yes ; I must say I think this is the most healthy situation in town.

8767. (*Lord Taunton.*) Is the soil gravel ?—Yes ; and we have an entirely dry surface ; there is never any emanation whatever, so that after any severe rain our surface is dry directly. There is no evaporation.

8768. Is the water good ?—It is very good. The pump water, to which the boys resort for drinking, is celebrated as pure water. New-river water is used for culinary purposes.

8769. I believe from the returns which have been put in, (*see* appended tables) and which I will not trouble you to repeat, it is plain that the mortality among the boys has been very small indeed ?—Yes ; very small indeed, especially in London.

8770. Are epidemics ever known here ?—Yes, we have epidemics occasionally ; scarlet fever, measles, and mumps.

8771. (*Lord Lyttelton.*) What do they do in the case of scarlet fever ?—The system is this—directly a boy feels ill he is immediately removed from the ward with his bedding and clothes. The boy is put into an isolated place, and his clothes are immediately baked. We put them into an oven which has got a wooden tray, upon which the clothes and bedding are put ; directly the wood begins to smell, everything is withdrawn, because it is then at the highest temperature, and, of course, there is an end of infection so far.

8772. (*Lord Taunton.*) When a boy is unwell, not of any infectious disorder, is he removed from his dormitory, and put in a separate place ?—He is brought to the infirmary by the matron of his ward.

8773. (*Lord Lyttelton.*) You have an infirmary ?—Yes, there is an infirmary.

8774. How many will it hold ?—It will hold altogether, 72, or in case of great need nearly 100.

8775. (*Lord Taunton.*) Is it ever full ?—Never.

8776. You have probably the direction of the infirmary ?—Yes.

8777. Are you satisfied with the accommodation ?—Perfectly ; I should have liked the Commission to have visited the infirmary.

8778. (*Mr. Acland.*) Is it not the fact that milk is a regular portion of the diet ?—Yes.

8779. And in your judgment is it quite sufficient ?—I may state that the boys have milk with their breakfast, and milk alternate days with their supper ; on the other days they have bread and cheese and

T. Stone, Esq.
28th June 1865.

ale for supper. I may add that the Grecians have coffee with cold meat,—and the monitors have coffee and bread and butter for breakfast.

8780. With reference to some views which have been before the public lately as to tea in comparison with other elements of food, are you of opinion that it is sufficient?—I think so.

8781. (*Dr. Storrar.*) How much milk has a boy daily?—Half a pint of milk and water at breakfast, and on alternate days the same at supper.

8782. That is all the year round?—Yes.

8783. And on alternate days?—He has bread and cheese and ale.

8784. In addition to that, half a pint of milk?—Not exactly; he has no milk at supper on that day.

8785. (*Mr. Acland.*) Not even for breakfast?—Yes, always bread and milk for breakfast, and on alternate days for supper, bread and cheese and ale, and bread and butter and milk.

8786. (*Dr. Storrar.*) With regard to vegetable food, have they potatoes every day?—Almost every day.

8787. Any other vegetable?—Once a week they have greens as well as potatoes, and in summer twice a week they have salad with dressing instead of potatoes.

8788. (*Dr. Temple.*) Do you think that the boys have room enough to play?—I think a larger space would be desirable.

8789. (*Lord Lyttelton.*) Compared with the great public schools of England, is the play ground more than about one-fifth or one-sixth of theirs?—It is not large enough certainly. It is in contemplation now for the boys to go out to cricket, and so on; to hire a cricket ground, and for the boys to go out for that purpose.

8790. The state of the city of London proper of late years has become favourably distinguished as to health?—Yes.

8791. Is it remarkably healthy?—Yes.

8792. Are you satisfied with the ventilation of the dormitories?—Yes.

8793. Is that under your control?—Yes.

8794. Is not the number of boys in the dormitories too large?—I do not think it is, considering the results. I have never found any ill result. When we have had an epidemic, we have not had it spread very rapidly.

8795. With reference to the rules as to the proportion of cubic feet, is that sufficient?—We are perhaps about double or rather more than double the number of cubic feet that would be required.

8796. (*Mr. Acland.*) What is the number of cubic feet?—Between 700 and 800 cubic feet each. It amounts to nearly a thousand cubic feet in some instances.

8797. You say double what is required; what do you mean by what is required?—It is generally considered that between 300 and 400 cubic feet is sufficient for one person.

8798. (*Lord Taunton.*) Do you think there is sufficient food and quite sufficient variety of it?—Yes.

8799. (*Dr. Temple.*) Is the food under your control?—As an element connected with the boys health, it is under my supervision. I should be consulted in the matter. I may mention that we have a consulting physician, Dr. Burrows; and a surgeon, Mr. Paget, and no material alteration would be made in the diet but with their concurrence; they approve of the present dietary.

8800. (*Lord Taunton.*) The boys are not overworked, and have enough exercise?—I think so. I am quite of opinion that they have sufficient hours of recreation.

8801. Have they the means of bathing as much as they ought to have ?—If we could have more baths it would be desirable.

8802. (*Dr. Storrar.*) How do you account for the superiority of the boys' health in London as compared with Hertford ; do you attribute it to the boys being younger at Hertford ?—Decidedly. I think they are more susceptible at that age to disease, to the poison of fever and such things.

8803. You have no reason to suppose that the sanitary conditions of Hertford are in any degree inferior to what they are here ?—I have always had an idea that it is owing in some degree to the dry surface and absence of evaporation in London, that our sanitary condition is superior to that of Hertford.

8804. You are upon a very dry soil here, and within a very few feet of the stone which marks the highest piece of ground in London ? —Yes, and our drainage is really good, naturally from our situation being at the top of the hill.

8805. (*Lord Lyttelton.*) Is there anything which has not been mentioned to which you would attribute the good health of the boys here ?—I think it is owing in a great degree to the discipline, and the regularity of the diet.

8806. (*Dr. Temple.*) Have you compared your table of mortality with that of any other school ?—Yes ; and I find that ours is almost less than any.

8807. With what school have you compared it ?—I cannot at this moment say ; I have had no recent opportunity of looking. I looked at Marlborough some years ago. My impression is, that of late years it has been better than Marlborough, and also better than the London Orphan Asylum.

8808. My impression is that it is not better than Marlborough ?— I infer it from an account given by Dr. Fergus, some years ago. I am speaking now of eight or 10 years ago ; I speak, however, under correction.

8809. (*Dr. Storrar.*) Have the boys much pocket money ?—Some are very liberally supplied, but others not so well.

8810. Perhaps you may think it an advantage that they have not got too much pocket money to spend in trash ?—In some measure we find, of course, that a boy will occasionally overload his stomach, and become ill on that account.

8811. There is no pocket money given by the school ?—No.

8812. Therefore what pocket money a boy has depends upon the means and liberality of his friends ?—Yes.

8813. (*Lord Taunton.*) Is there any restriction put upon the amount of pocket money of the boys ?—I think there would be if a boy were to spend very much in that way ; indeed, I know that the shopman is told that a boy is not to spend so much pocket money, beyond a given amount ; but I cannot say how much that is.

8814. Is there any attempt to communicate with the parents, and prevent any boy having an undue quantity of pocket money ?—I am not aware that there is ; I think not. The pecuniary circumstances of the parents are not generally such as to suggest any great super-abundance of pocket money.

T. Stone, Esq.

28th June 1865.

TABLE I.

SHOWING the NUMBER of DEATHS in CHRIST'S HOSPITAL in the Ten Years from 1855 to 1864 inclusive.

—	Average No. of Children.	Number of Deaths.	London.	Hertford.	——
1855	1282	4	1	3	London.—Accident. Hertford.—Typhus fever, 2. Fever, 1 (a girl).
1856	1197	5	4	1	L.—Consumption, 1. Inflammation of liver, bowels, and mesenteric glands, &c. &c., 1. Remittent fever and inflammation of bowels, 1. Bathing when hot, 1. H.—Fever and head affection, 1.
1857	1139	2	1	1	L.—Disease of heart, 1. H.—Inflammation of windpipe after measles, 1.
1858	1117	11	6	5	L.—Consumption, 2. Scarlatina, 1. Scarlatina and albuminuria and dropsy, 1. Water on brain, 1. Effusion on brain, 1. H.—Consumption (a girl), 1. Diphtheria, 4.
1859	1108	5	1	4	L.—Water on brain, 1. H.—Consumption and paralysis, 1. Disease of lungs, 1. Congestion of brain, 1. Cause not stated, 1.
1860	1100	2	2	—	Strumous disease of knee joint, 1. Remittent fever and congestion of lungs, 1.
1861	1077	2	—	2	Inflammation of lungs after measles, 1. Gastric fever, 1.
1862	1108	5	3	2	L.—Tuberculosis and coma, 1. Scarlatina (effects of), 2. H.—Scarlatina, 1. Effects of scarlatina, 1.
1863	1108	3	2	1	L.—Water on brain, 1. Acute meningitis, 1. H.—Chronic pneumonia, 1.
1864	1169	1	—	1	Obscure internal affection, 1.
				18 & 2	
40)	11405	40	20	20	
	$285\frac{1}{8}$				

1 Death in 285, or $3\frac{1}{2}$ in 1,000, including London and Hertford.

AVERAGES.

	London.	Hertford. Boys.	Hertford. Girls.
1855	833	386	63
1856	777	358	62
1857	726	351	62
1858	706	349	62
1859	693	358	57
1860	717	338	45
1861	711	329	37
1862	728	350	30
1863	732	348	28
1864	728	417	24
	20) 7,351	18) 3,584	2) 470
	$367\frac{11}{20}$	$199\frac{1}{9}$	235
1 Death in	367	200	235
	or $2\frac{13}{18}$ in 1,000 in London.	or 5 in 1,000 at Hertford.	or $4\frac{1}{4}$ in 1,000 Boys Girls.

TABLE II.

SHOWING the NUMBER of CASES of MEASLES and SCARLATINA, with the Mortality occurring therefrom in CHRIST'S HOSPITAL, LONDON, during the last Ten Years.

Year.	Cases of Measles.	Deaths from Measles.	Cases of Scarlatina.	Deaths from Scarlatina.
1855	1	—	—	—
1856	—	—	1	—
1857	—	—	—	—
1858	—	—	35	1
1859	—	—	—	—
1860	—	—	—	—
1861	73	—	5	—
1862	—	—	90	2
1863	—	—	—	—
1864	—	—	1	—
Total	74	—	132	3

No deaths from measles.
Deaths from scarlatina at the rate of 1 in 44 cases, or $22\frac{2}{3}$ in 1,000.

TABLE III.

SHOWING the AVERAGE NUMBER of CHILDREN per WEEK under TREATMENT at the INFIRMARY of CHRIST'S HOSPITAL, in LONDON.

	Medical.	Surgical.	Total.
In the 46 weeks (being exclusive of the summer vacation) in 1862 - per week	$6\frac{44}{46}$	$4\frac{44}{46}$	$11\frac{42}{46}$
In the 48 weeks (being exclusive of the summer vacation) in 1863 - „	$10\frac{47}{48}$	$2\frac{48}{48}$	$13\frac{45}{48}$
In the 46 weeks (being exclusive of the summer vacation) in 1864 - „	$4\frac{36}{46}$	$4\frac{43}{46}$	$9\frac{33}{46}$

Adjourned.

[*N.B.—The evidence of H.R.H. the President of Christ's Hospital is placed here, instead of its proper place in chronological order, for the purpose of having together the evidence on Christ's Hospital.*]

Wednesday, 21st February 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

H.R.H. THE DUKE OF CAMBRIDGE examined.

8814[1]. (*Lord Taunton.*) I believe your Royal Highness fills the office of President of Christ's Hospital?—I do.

8814[2]. How long has your Royal Highness done so?—Since 1854. I have been a governor since 1841.

8814[3]. I believe previously to your Royal Highness accepting that office it had usually been the practice to appoint somebody connected with the Corporation of the City of London?—It had.

8814[4]. What is the position of the President of Christ's Hospital? is it an office of a purely honorary nature, or has it been the habit of the President to take an active part in the concerns of the institution?—The President takes an active part in the concerns of the institution. He, in fact, is supposed, with the assistance of the treasurer, to carry on the general management of the school; but, of course, as naturally must be the case, all his acts must be supported by the committee of almoners. The goverment of the school, in fact, is conducted by the President, the treasurer, and the committee of almoners, which body, I should add, is elected out of the general body of governors.

8814[5]. I presume the general body of governors only interfere on very rare occasions?—Only on very rare occasions. We have general courts, and no question as to the organization or management of the school is permanently decided upon, that has not been brought before, and has not been approved of by the general court.

8814[6]. I believe the committee of almoners consists of 42 members besides the President and treasurer?—Yes.

8814[7]. The treasurer, I think, represents the governors, and resides at the hospital?—He does.

8814[8]. I presume that the detailed management of the school rests very much upon the treasurer under the directions of the President and the court of almoners?—That is the case, but the treasurer would take no action except in the ordinary details, without consulting in the first place the President, and then these combined would take into counsel the committee of almoners.

8814[9]. Under this system the head master of the school appears to have less authority than is usually given to one holding his office with regard to the discipline of the boys and the instruction of the boys by the masters, and so on?—Certainly.

8814[10]. Does it appear to your Royal Highness that there is any serious objection to the system as thus conducted?—I do not myself think that upon the principle on which our school is formed we could get on without the present system. I do not think to hand it over, as in the case of the public schools, to what is called a head master would answer, considering the various conditions under which our boys enter Christ's Hospital. It is, in fact, a combination of schools under one roof, rather than one school. As you are probably already aware we have a school which is called the mathematical school, which is a perfectly separate foundation. Still, the hospital school is conducted as one great foundation, and one department of it, in fact, assists the other, so that they work in together, but not in such a manner I think as to render it desirable that we should have a head master in the ordinary position of a head master at other public schools.

8814[11]. That portion of the institution which is established at Hertford is quite separate, is it not?—Quite separate. It is under the same organization as regards management as the school in London, but it is entirely separate from London.

8814[12]. Has the London treasurer any control over the Hertford school?—He has the same control at Hertford as he has in London.

8814[13]. That is to say the Hertford treasurer has?—No; the London treasurer. We have at Hertford a steward who is our responsible officer under the treasurer.

8814[14]. With occasional visits on the part of the almoners?—Yes; regular visits by some and annual visits by the whole body.

8814[15]. The head master, I think, is appointed by all the governors?—Yes; elected.

8814[16]. Has your Royal Highness seen cause to believe that there is anything objectionable in that system?—Organized as our institution is, I am afraid it would be very difficult to alter it. There are certainly now and then objections started, and I have heard it said that men in the position of our head masters do not like to go through the ordeal of an election such as we have, but I doubt whether we should be able to change the system of election constituted as we are.

8814[17]. It probably leads to a good deal of canvassing, does it not?—There is no doubt that it does lead to canvassing.

8814[18]. Your Royal Highness is, perhaps, aware that by the Duke of Newcastle's Commission, it was recommended that the admission of boys to Christ's Hospital should be regulated by competition either wholly or in part, and should not altogether be left to nomination. Will your Royal Highness favour this Commission with any views which you may have formed on that point?—My impression is that the nomination system as at present conducted works so admirably, and that it is as I believe, and as we all hope, carrying out so completely the original intention of the institution, that I very much doubt whether it would be advantageous to make any change.

8814[19]. It has been represented to us by some witnesses that the boys who come up for admission at Christ's Hospital not unfrequently come with a very great want of any previous education; that they are deficient in the very elements of instruction. Does your Royal Highness think that there would be any advantage in having established a stricter rule in that respect than that which now prevails, and requiring boys to be tolerably well educated in the elementary parts of knowledge before they can be admitted to Christ's Hospital?—Not very long ago we found that boys entered Hertford so very deficient that they threw the whole school at Hertford back very much, and that in fact we were obliged to employ one or two masters almost entirely in teaching the boys spelling, and

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

almost one may say the alphabet. That was found to be so objectionable that since then we have instituted a very moderate test of entrance. I believe since the introduction of that system it has been found to answer very well, and that to that extent the school is certainly improved by the introduction of that examination. In considering what examination we ought to give to boys on entering our school, we must bear in mind that our object is to get boys who are not well circumstanced in life, and from the moment we begin to raise the qualifications for admission the danger arises that we should be getting boys who are better prepared to come in, but whose parents' means are larger than the means of those whose children enter now ; therefore the danger is, if you put the test examination at all high, that you get out of the class of children that you really wish to benefit, and would get a superior class, which we as governors think ought not to be introduced into the hospital at all. I hope it is understood by the Commissioners that personally I do not object, nor do the Governors, to the examination, but we are afraid that if we raise the examination at all beyond what we have done now we shall be in danger of not having the class of persons introduced that we think ought to be introduced.

8814[20]. (*Lord Stanley.*) Your Royal Highness said that the system of nomination, at at present managed, works very well. Is there anything peculiar in that system of nomination ?—Yes, it is peculiar in this way, that no boy is admitted whose parents have a larger amount of income than we think they ought to have in order to receive the benefit of a charitable institution. What I mean is that we guard ourselves against there being any favouritism shown, and that we really take only the children of such parents as we think are entitled to an education such as we give.

8814[21]. You guard yourselves against admitting the children of rich men ?—That is what I mean.

8814[22]. You say you guard yourselves against favouritism ; is there any general principle of selection acted upon, such as that of choosing the sons of men who have in any way rendered good public service, or distinguished themselves, or anything of that kind ?—No ; that is entirely left to the conscience of every governor.

8814[23]. Each governor has individually the power of nominating ?—He has.

8814[24]. Therefore the opinion of the Board collectively is not taken upon each nomination ?—No, merely upon the means of the parents.

8814[25]. (*Lord Taunton.*) From what has come before us we have some reason to think that there has been a good deal of discussion on the propriety of retaining the site of the school where it now is, in London or of removing it to some place in the country more or less distant from London. Would your Royal Highness favour us with any opinion which you may entertain on that point ?—You are probably aware that this question has been very often canvassed among the governors. There has been a great variety of opinion, but my own personal feeling is, and I think it is also the feeling of a majority of the governors, that the advantages in London counterbalance the disadvantages. There is no doubt that there is a serious disadvantage in any large school being in London, but the fact of these children being mostly intended for city occupations, and the fact that a school conducted as this is by the general body of governors ought to be under the actual ocular supervision of that body of governors, almost necessitates its being in London.

8814[26]. (*Lord Stanley.*) May I ask if, in giving the answer which your Royal Highness has given as to the advantage of a situation in London, full consideration has been given to the great facility with which

now and still more in the future, by means of the railways which are traversing the metropolis in all directions, a suburban site would be accessible ?—I have given every consideration to that, and I still would adhere to the answer I gave originally, that I think the disadvantages to the Hospital of leaving London would be so very great that I do not think the facility of communication by rail or otherwise would compensate for the removal. I would further add, what I should have stated in answer to your first question, that in a sanitary point of view, which of course is very important, it would be found that our boys are peculiarly healthy. If we go into the statistics of the health of the boys, it is most remarkable that there is not a single flaw upon which we could put our finger as regards the institution being established in London.

8814[27]. Is there not a very general opinion among medical men and those who have considered sanitary matters, that a town life is unfavourable at a very early age ?—If you will look into it statistically you will find, on comparing it with any other school, that the fact of our school being in London has not injured it, and I ascribe that in a great measure to the circumstance that the place in which the school is situated is peculiarly healthy. Our boys are not treated as ordinary school boys are, in being allowed out, for, with the exception of a certain number of holidays which they have, they remain within our walls. They are therefore not so much exposed to the risks and uncertainties of a large town.

8814[28]. Is the area of the school and the adjoining ground within the enclosure you have described sufficient to give ample room for ordinary boyish games ?—Ordinary boyish games, yes, but I am sorry to say not for cricket.

8814[29]. Cricket, of course, is impossible ?—I exclude cricket, but I think we are in a position to make arrangements for cricket, that we can hire a cricket ground within some very easy distance of London, and it is our intention to do so, in order to enable the boys to have cricket, which is most essential. I ought to add that within a very recent period we have had an extension of our ground which we have not yet availed ourselves of, because we have not thought it advisable to build till we knew exactly what would be our requirements. What was called the Giltspur Street Counter was handed over to us by the City of London, and we shall be able somewhat to extend our present area by that means.

8814[30]. We are to understand, then, that the question of removal into the country has been fully and frequently before the Board ?—It has frequently been considered, and it has hitherto always been thought inadvisable.

8814[31]. Do you think that is a matter upon which the parents of the children would have a strong opinion ; do they prefer that it should remain where it is ?—My impression is that the convenience of parents would be benefited by their remaining in London, because a great many live in London and its vicinity, and therefore have opportunities of seeing their children which they otherwise could not have.

8814[32]. (*Lord Lyttelton.*) Is it actually determined shortly to hire a cricket ground for the boys ?—That is our intention ; we have it under consideration.

8814[33]. It is not actually decided yet ?—Not actually decided, but I make no doubt it will come to that.

8814[34]. Does your Royal Highness attach importance to what we have had in evidence, that the school, and each individual boy, being near at hand to the great merchants and mercantile establishments of the City of London is an advantage ?—I attach the greatest possible importance to it, and I alluded to that when I said that it would be a great

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

advantage that these boys should be within the precincts of the city of London, where most of them would most likely have to spend the greater part of their professional and after career.

8814[35]. Does it bring them within the scope of the patronage and interest of the great merchants?—I think that the fact of seeing the boys before their eyes is very beneficial to their obtaining situations afterwards in the great mercantile establishments of the metropolis.

8814[36]. Does your Royal Highness think that the argument from sentiment is of some weight for retaining the school where it has so long been?—I think unless there are very strong grounds for removing it the argument of sentiment ought to have due weight. As far as I can see there are not those strong grounds or sanitary reasons imperatively demanding a change, and I therefore do not advocate it.

8814[37]. Do you think boys who have been there have a greater attachment to the school on account of the antiquity of its site?—Certainly.

8814[38]. (*Dr. Storrar.*) Would your Royal Highness be so kind as to state at what age the boys leave Hertford?—At uncertain ages. They are uncertain ages because they enter at uncertain ages, but I think no boy remains at Hertford after he is 13.

8814[39]. The standard of health, I believe, is higher in London than at Hertford?—I believe it is.

8814[40]. May not that be because the boys at Hertford get over the diseases peculiar to boyhood, and are not drafted to London until such time as they have for the most part got over them, and that that may account in some degree for the higher sanitary report of the boys in London?—No doubt. Of course all those epidemics to which children are subject generally, come out in the earlier stages of life, and, therefore, the younger boys are probably more susceptible to them, and get over them at Hertford before they come up to London. Still I think that the sanitary condition of London is certainly equal, and I should have thought from our reports superior to Hertford, irrespective of that. I am quite ready to admit the weight of the argument that the young boys are more liable to epidemics, measles, scarlet fever, whooping cough, and so on.

8814[41]. Perhaps your Royal Highness might be inclined to agree that the circumstance of boys having got over infantile diseases at Hertford, might possibly give an undue weight to the sanitary reputation of the present situation of the London branch of Christ's Hospital?—When I made the observation referring favourably to the sanitary condition of Christ's Hospital it was not with reference to Hertford, so much as generally to all schools. I believe it will be found that our sanitary condition contrasts favourably with that of all large public schools. That is what I meant to allude to.

8814[42]. (*Lord Taunton.*) We have had some evidence before us upon the subject of the peculiar dress which is worn by the boys at Christ's Hospital. Is your Royal Highness of opinion that it would be undesirable to make any change in that dress?—I think that it would be undesirable to make any change for three reasons: first, old established habit, which I think should not be overlooked or lost sight of when there are other good reasons to back it. The second reason is that I think one of the disadvantages of being in London is counteracted by this peculiar dress, because it is quite remarkable how it guards a boy, and protects him from many temptations and many inconveniences that certainly might result from his residence in a large town if he had not some distinguishing mark about him. Thirdly, and this is a very important reason, I think that the dress, though of course there is no sort of stigma

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

attached to it, for I believe the boys are proud of belonging to Christ's Hospital, does I think prevent lads of a higher class as far as pecuniary means go, entering Christ's Hospital. In fact it keeps it a charitable institution instead of its being an ordinary public school. To this last reason I attach very great importance.

8814[43]. The last reason stated by your Royal Highness would apply, of course, even to the exemption from the obligation of wearing this dress when they go home for the holidays?—Of course it would. They all go home in it.

8814[44]. Are they required to wear the dress in the holidays?—They are required.

8814[45]. Do you not think that is a rule which might be conveniently relaxed when the boy is under the care and superintendence of his parents?—That is a point on which I would rather not give an opinion without giving it further consideration. There is a strong feeling against it on the grounds already given by me.

8814[46]. I suppose that to which you attach the greatest importance in retaining the dress is the kind of security which it gives in what may be called a police point of view?—Exactly.

8814[47]. That if a boy is getting into mischief, he is so conspicuous in that dress that you can easily trace him?—Yes, he knows that he cannot escape observation and detection, and it would be sure to come home to the authorities if he committed anything unworthy of his position. We have made a regulation as to the Grecians. They are allowed to go out in their ordinary dress. They are obliged to ask for leave to do so, but the leave is invariably granted. A young man in the position of a Grecian preparing for the Universities when he goes out of the College is allowed to go in the ordinary dress.

8814[48]. (*Lord Lyttelton.*) Is it not the fact that no boy has ever been known to suffer from one peculiarity of the dress, the going bare-headed?—We have never had the slightest evil consequence from it.

8814[49]. (*Lord Stanley.*) Are they allowed to go freely about in the middle of the day, for instance in such extreme heat as last summer and autumn?—Yes, and with no ill effects. I do not think there has been a single case of sunstroke.

8814[50]. (*Lord Lyttelton.*) Is there never any complaint of the great heat of the dress in the summer?—There have been complaints about the yellow undercoat and we have now given that up. The boys have simply the long overcoat without hat, and the knee-breeches, but they have no longer the yellow petticoat.

8814[51]. Is the dress the same all the year round, summer and winter?—Exactly the same, excepting that the boys wear drawers in winter instead of the skirt of the petticoat.

8814[52]. Have the governors never considered that? Is it not almost universal that a different dress should be worn in summer and in winter?—I could not say that it has ever been brought before us, but one of the reasons, no doubt, would be that it would very largely add to the expense.

8814[53]. (*Lord Stanley.*) You give soldiers different clothing, do you not?—Yes.

8814[54]. Are these boys hardier than the ordinary soldiers of the line?—No, certainly not.

8814[55]. (*Sir S. Northcote.*) The yellow petticoat is entirely given up?—It is now given up altogether, and they have introduced instead of it an under flannel waistcoat. I dare say they would leave that off in summer if thought desirable.

8814[56]. (*Mr. Acland.*) The dress is one which admits easily of in-

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

creasing warmth without altering the outward appearance?—Certainly. You might add a flannel waistcoat or any other waistcoat if thought desirable.

8814[57]. And that principle has been adopted in some military clothing, has it not?—Yes.

8814[58]. (*Lord Taunton.*) Is your Royal Highness of opinion that it would be expedient to endeavour to engraft any system of day scholars upon this institution?—I have made every inquiry on that subject, and I should be afraid that we have already so large a body of boys—1,200 boys—that if we were to have day scholars in addition we could not possibly carry on, either as regards our staff of masters, which would have to be very largely increased, or as regards even our space as regards schoolrooms. I think there would be very great difficulty there.

8814[59]. I believe there is nothing in the nature of the foundation of Christ's Hospital to prevent its funds being applied to the education of girls as well as to the education of boys, and that, in point of fact, at present a few girls are educated under the institution, and that at no distant period a greater number used to be educated. Does your Royal Highness think it would be proper or practicable to apply more largely than is now the case the funds of the hospital to the education of girls?—That is a question which has been before the governors, and has been very seriously considered by them during my time. I must candidly tell the Commission that I had a strong impression myself that we ought to maintain the girls, but there was a very decided feeling amongst the governors that the girls' school should not be continued beyond what was absolutely necessary, viz., the gift girls which still exist. There are 18 of them, and they alone have been maintained, but at this very moment there is a committee of the governors sitting to reconsider the whole question. There are some governors, for instance, the Recorder of London, who suggested the assembling of the committee, who are strongly impressed with the opinion that we ought to have girls, and I am myself disposed to think that, if we could manage it, it would be a very great advantage. The Commissioners are aware that according to our charter we can introduce either a girl or a boy, and any governor now can introduce a girl, if he chooses to insist upon it; but by practice, since the change which was made by the reduction of the girls from 70, which was the number maintained when I became President, to 18, which is the present number, I believe there have only been two instances of girls having been introduced by governors on their ordinary presentations, and therefore virtually at this moment the introduction of girls has become extinct, with the exception of the gift girls. Of course there would be this great inconvenience to us if we were to extend the girls' school, that we should probably have to form a new school of some sort, because I think that the inconvenience of having the girls and boys under one roof is very great. As you are probably aware, the girls are now and have been for the last eighty or ninety years at Hertford.

8814[60]. (*Lord Lyttelton.*) Were the two girls you referred to at Hertford?—Yes. Our girls' school has always been at Hertford. When we had 70 they were at Hertford. The difficulty has been to deal with the girls after they have left us, and that I believe is a difficulty which is not singular to our institution, but applies to all institutions of the sort. At the same time I cannot see why we should not get over that difficulty as well as other institutions if it were thought advisable. I think it right to add that, looking to the present state of our funds, if we add to the number of girls we should have to diminish *pro tanto* the number of boys, at least the proportion would be diminished.

8814[61]. (*Lord Taunton.*) If the benefits of this institution could be

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

extended so far as to give good education to the daughters of a certain number of tradesmen living in London, for instance, does your Royal Highness think that would not be a great advantage?—I think so, certainly; at the same time there is no doubt that the class of boys that we educate are superior to the lower classes. We educate boys who would enter as clerks in mercantile houses and the like. That is a different description of child and a different description of parent from what you would introduce into a girl's school if you brought them up for a more subordinate station in life, and therefore to that extent the class of society which Christ's Hospital is intended and supposed to benefit, probably would be more benefited by a larger number of boys than it would be by a certain number of girls, because the girls would certainly, in my opinion, come from an inferior class of parents.

8814[62]. Would your Royal Highness think it objectionable to apply the principle of day-scholars to the case of girls' schools, even if it might not be thought expedient to do it in the case of boys' schools, so as to extend the benefit to a large number of girls who might be resident in London and to whom a good education might thus be afforded at a very small cost?—That would entail the necessity of removing the girls' school to London; at present it is at Hertford. Such arrangement would entail a considerable expenditure, and I could not off-hand say whether we have the means of dealing with so large a question, but a day-school for girls in London certainly might have its advantages. I would add, that as the girls' school is at present situated at Hertford, the benefit of a day-school would be of no value there, because Hertford is a small town. Therefore it would come to this, that it would entail such a complete change of system that it would be necessary to go into the details of the plan before I could venture even to offer an opinion upon it.

8814[63]. (*Lord Stanley.*) Your school is at present living up to its income?—It is.

8814[64]. (*Lord Lyttelton.*) The opinion your Royal Highness has given does not refer to London, but to Hertford?—It refers to Hertford entirely; the girls' school has never been in London. As the Commissioners might like to know the exact number of children we have in the institution at this moment I will give these details. We have 740 boys in London, 452 boys at Hertford, and 18 girls, making a total of 1,210.

8814[65]. (*Mr. Acland.*) I think we understand your Royal Highness to express your personal opinion that the claim of girls on the institution is very strong, reserving your opinion as to the practicability of the scheme under existing circumstances?—Certainly the claim in my opinion is very strong and it is undeniable; even at this moment if a governor chooses to introduce a girl instead of a boy he can do so.

8814[66]. Supposing that there should be good ground for thinking that the institution, if it is to remain in London, is, perhaps, somewhat overcrowded, or, on the whole, rather too large for its situation, might it not deserve consideration whether the number of boys in London might not be diminished and some arrangement made for girls, leaving it open whether that should be a boarding-school or a day-school?—That is a very difficult question to answer, for this reason; that of course the institution is very largely kept up by the gift governors, the presentation governors, and, as the Commissioners are probably aware, a governor pays 500*l.* for his right to presentation in rotation. If you largely diminish the boys, you, *pro tanto*, I think, and I think the governors would think so too, diminish the value of the presentation. Then it becomes questionable whether in diminishing that, you would

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

not diminish the number of governors; if you diminish the number of governors, you diminish your available funds. It is so large a question that without going into it very minutely, I should not like off-hand to give an opinion. There is no doubt, though I admit all governors have the right to present a girl if they like, yet it is not valued to the extent to which the right of presenting a boy is valued. The Commissioners might like to know the principle on which girls used to be introduced. We used to have 70 girls, I do not know how that number was arrived at, as it was settled long before my time, but that was our establishment, We found that the alternative of allowing the presentation of girls or boys did not fill up the girls' school. The result was that the name of every governor as he became governor was put into an urn as it is now with the mathematical boys, and whenever there was a vacancy among the girls, the President at one of the courts had to draw the name of the governor to present a girl. It might fall to the lot of any governor, the oldest or the youngest not having had such a presentation. That was the mode in which we used to fill up the number of 70 girls, clearly proving, I think, what I said before, that the value of presenting girls is not much appreciated by the governors.

8814[67]. Is it not probable that, as public attention is now very much directed to female education, and to the claims of females upon endowments, that the value of a girl's nomination would probably increase in public opinion?—That may be the case.

8814[68]. (*Dr. Storrar.*) May I ask your Royal Highness whether the education given to girls, when 70 girls were admitted, was an education which was equivalent in standard to that which was given to the boys, or if it were a much lower education?—It was decidedly a lower education, no doubt, and the reason of it was that there was always a very great difficulty in getting girls out, as it was called, after they left the school, and if you put the education too high you really did not benefit them. If you had the means of putting them out in the same comparative sphere in which you put out the boys, then no doubt the education of the girls might and ought to be relatively the same as for the boys, but unless we have the means of doing that which we have never been able as yet quite to obtain, we should be obliged to keep the education lower in order to enable those girls afterwards to get on well in their sphere of life. It is to that very point to which the attention of the committee now sitting has been drawn, and to consider how they can deal with the girls after they have left school. In fact, that has been throughout our great difficulty.

8814[69]. (*Lord Taunton.*) Under the constitution of Christ's Hospital, would it not be possible to undertake the education of girls without at the same time undertaking to put them out in life in any manner afterwards?—No doubt we could do that, but then of course a very great difficulty arises because one does not like to send a girl adrift from an institution; one likes to know that after they leave the institution they do credit to it. If those girls are not put out in a sphere of life where they can do credit to it, of course the governors would hardly consider that they had performed their duty.

8814[70]. But if a system of day scholars were established in London, even if it were instruction and did not imply taking any charge of the future condition of the girl after she left school, it still probably would do a great amount of good?—Probably it might. Then of course comes the great question of the expense to be incurred, which would be very heavy.

8814[71]. (*Dean of Chichester.*) Might the girls be educated for governesses?—We have not done so.

8814[72]. Or for national schoolmistresses?—I think so. If we are to have girls at all, I think it would be very desirable if we could do so.

8814[73]. (*Mr. Acland.*) Has perhaps this consideration prevented the governors doing much in the girls' education, that, looking at the families from which they come, they are perhaps rather too high for domestic servants, and the governors are perhaps not quite willing to enter into the question of all the accomplishments which would be necessary to raise them up high enough for governesses?—That has been one of our difficulties.

8814[74]. Therefore it is possible, taking the idea of the Dean of Chichester, that the increased demand for schoolmistresses may clear the road for useful employment?—I think it may make a very great difference.

8814[75]. (*Lord Lyttelton.*) Is there any system by which the governors are able to trace the career of the boys after they have left the school?—I am happy to say that there is that sort of feeling towards the institution that the governors I believe could put their finger upon almost every boy who had passed through the school. I think it is only justice to the governors to say that the interest they take in those boys really is not that of merely sending a boy into the hospital, but more particularly in knowing that they do well in after life.

8814[76]. In the great majority of cases they do turn out well?—We have hardly a case that does not turn out well, and that is another reason why I feel so strongly the great advantage of the Hospital being in London. I think it is the actual and constant contact with the boys in London of those gentlemen who take so great an interest in them that maintains the high tone which is introduced.

8814[77]. (*Lord Taunton.*) I believe the boys who have been educated at Christ's Hospital have in many instances evinced a very warm attachment to the school, which has produced large benefactions to the school? The very largest. Some of our governors have been educated there, and they take the greatest pride in saying that they have been educated there. There is no sort of feeling or wish to screen the fact of their having received their education at the Hospital.

8814[78]. Mr. Thornton, the other day, left a large sum of money to the school?—Yes, and several of our committee of almoners were old blues.

8814[79]. (*Lord Stanley.*) Would it not, in your Royal Highness's opinion, be an advantage if some arrangement could be made in connexion with the present system of nomination by which, retaining your present limitation as to the comparative poverty of the parents, a certain number at least of the nominations might be reserved for sons of parents who had performed good service, either in the professions or in any branch of public employment?—There is no doubt it would be a great advantage, but the difficulty I see is, as to how you are to introduce these children unless you entirely alter the system of entrance, because at present the only mode of entrance is upon nomination, except the gift children, and these nominations are in consequence of donations. The fact is that we must have some fund from which to pay the expenses of those boys or children introduced as you suggest. Our present funds only meet the exigencies of the nomination governors. What I am anxious to explain is this, as to the principle propounded by Lord Stanley, that I see no objection to the principle itself, but that the mode of carrying it out, with reference to our present constitution, is, I think, a matter for very grave consideration.

8814[80]. I will put it in another way. Does your Royal Highness not think that the claims of parents who might be in some manner distinguished would be more likely to be attended to if a certain number, at

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

least, of the appointments were made, not by each governor separately, but by the whole Board collectively?—If our funds enabled us to do so I think it would be very advantageous, but I do not exactly see how our funds could bear so large an increase of charge, unless some change were made in the ordinary mode of entrance by the presentation governors, because as the arrangement stands at present a governor in rotation does not get his nomination more than once in four years. The governors voluntarily allowed an additional year to elapse between their presentations in order to get the establishment down to what it is now, but we have now got into the ordinary system again. If this new system were introduced it would bring into the hospital a certain number of young men, not by nomination, but by election, and of course it would put back to a certain extent the nominations of the governors.

8814[81]. It comes to this, it would lessen the private patronage of the governors?—Yes, for which patronage the governor pays 500*l.*

8814[82]. (*Mr. Acland.*) Is it not the fact that some nominations are vested in certain municipal officers who do not necessarily pay for their nomination?—Yes, those connected with the Corporation of London.

8814[83]. Is there any advantage in retaining that private patronage for those gentlemen, and would it not be possible to make some regulation which required them to be regarded as public patronage, and to be given on public grounds?—That is a question which would require very serious consideration. There is no doubt that the Lord Mayor and Aldermen of the City of London do give the school very great support and assistance, and it would be very difficult therefore to say whether their patronage ought to any extent to be curtailed. It must also be remembered that they have been connected with the hospital from the earliest period. It is therefore a matter requiring very grave consideration, and under these circumstances I could not say more than that it might, I presume, be done if thought advisable. Perhaps I may be allowed to put in some few papers, one giving the names and a short account of some of the leading men whom we have educated in the hospital, which I hope may be considered favourable to the hospital (Appendix A.); another, being a list of scholarships which have been gained by our young men during the time of Dr. Rice's being classical master, as also during the time of the present classical master, Dr. Jacob (Appendix B.). Then there are three documents I should wish to put in, showing the circumstances of the children admitted in the years 1862, 1863, and 1864. I am very anxious to bring this point to the notice of the Commissioners, that the average income of parents of the children admitted in 1862 was 153*l.*, in 1863 it was 169*l.*, and in 1864 it was 164*l.* It is very remarkable how very even these averages run for the three years (Appendix C.). I am anxious to put that in as an answer to the question put to me by Lord Stanley as to whether there was anything objectionable in the mode of nomination, to which I answered No. This explains my meaning, because it proves how critically the governors go into the circumstances of every child before he is admitted, and that they use every endeavour to keep the school really to the object of its foundation.

Appendix A.

H.R.H. the Duke of Cambridge.

Christ's Hospital.—Schools Inquiry, 1865.

21st Feb. 1866.

Memorandum by Mr. M. S. S. Dipnall, Clerk of the Hospital, on the Scope, Objects, and Results of the Education therein given, with a Notice of some of the distinguished Scholars.

It has been suggested, as pertinent to the above inquiry, that those concerned in the management of Christ's Hospital should produce some evidence, or give some account at least, of the results of the education there afforded. A fairer suggestion could not have been made. Those most partial indeed to the Hospital and its work, will readily accept this appeal to the test of results, satisfied that the far larger proportion of the youths educated within its walls become, in their after-career, respectable members of society; whilst not a few of them attain positions of eminence, great usefulness, and wealth.

It will be convenient, perhaps, to sketch briefly, and in general terms, the scope, character, and design of the education afforded in this great school, or aggregation of schools; as well as, in considering the results of such education, to divide "Old Blues" into those three categories of which the Hospital is composed, and to inquire the measure of merit which rightly belongs to each as exhibited in the after-life of the scholars going into the world from those classes respectively.

For the purpose of this inquiry, it may be intimated at starting, that Christ's Hospital has under its protection at one time from 1,100 to 1,200 boys, all (except about 35 who remain later) aged between 7 and 15 years. These lads, in numerous instances, come from families of good social position; misfortune, or the early death of the father, having altered their prospects, and rendered it necessary that aid, such as that offered by Christ's Hospital, should be procured for their due care and bringing up. This aid, including, as it does, board, lodging, clothing, education, and every necessary, relieves the widow of much anxiety and enables her the better to look to the interests of her other children; and in this view the direct benefit of one becomes diffusive, and often of advantage to a whole family. Amongst the boys at this time on the Hospital's books* are about 170 sons of the poorer clergy, and 50 sons of naval officers of the less affluent ranks; and amongst the rest are sons of medical men and of officers in the army with large families, of artists, tradesmen, clerks, and employés of various descriptions, down to the sons of persons of a very humble grade. A large number of the boys are, on *entrance, orphans* quite unprovided for. Where one or both parents are living, their pecuniary circumstances (of which a statement is required) must be only of such moderate character and extent as to render their children fairly objects of the Hospital. These circumstances vary from deep misfortune and adversity on the one hand, with the absence of all provision, to the moderate, and in many instances very small, incomes commonly received by the classes above described, on the other; so that the boys form a mixed body as regards social derivation, difference of class and circumstances being concealed by uniformity of dress, of advantages, and treatment when once admitted. The well-known dress is also a great protection to the boys, and is found to ensure them safe conduct and kindness in any part of the country; any accident or mishap occurring in going or returning at the vacations, or on leave-days, being almost unknown. It is likewise a monitor to the boys themselves, and is perhaps the strongest fence the governors possess against the entrance of children who, from their parents' circumstances, are in no way entitled to seek or to receive the aid and care of the Hospital.

It will be obvious, from the foregoing remarks, that the education imparted should be such as to foster and develop talent on the one hand, and to encourage and reward industry and effort on the other. It will be obvious also that, by the general age of leaving, viz., 15 years, the boys should be fitted to enter *at once* into the walks of trade and active life, and to earn some part (many, as above remarked, being orphans†) of their own maintenance. In this view

* Particulars of boys, their derivation and family circumstances, are herewith furnished for the years 1862, 1863, and 1864.

† Some become orphans and *more needy* whilst in the school; at the same time the pecuniary situation of the parents *improves* in some instances; so that there is a sort of average maintained.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

it is essential that the *commercial* character of the education should not be weakened; whilst, at the same time, with many* exhibitions and scholarships at the disposal of the Governors, and the fact that an important fraction of the boys enter the medical and other professions, it is essential that instruction in classics, mathematics, drawing, French, &c. should be pursued as far as, according to age and abilities, can be effected in a school of large numbers. The education now given at Christ's Hospital embraces, besides religious instruction, reading and spelling, writing and arithmetic, history, geography, and composition; the Greek, Latin, and French languages, with the higher authors to the Grecians and other senior scholars; naval and civil mathematics, model drawing, charts, maps, &c. The boys are also now taught gymnastics, and swimming is encouraged. All boys have, since the 1st January 1861, been required to be able to read with facility the four gospels prior to admission; and all, on admission, are sent to the preparatory school at Hertford, from whence they are draughted periodically, according to their attainments, and as there is room, to the London establishment,—except that boys of little ability, or who have been very little prepared before admission, and at 11½ years of age are found not entitled by progress to be sent to London, are draughted thither notwithstanding The schools are so arranged that every boy, even if very backward in the grammar school studies, yet receives instruction in French and drawing for a year or a year and a half before leaving, besides continuing uninterruptedly the commercial and English parts of his education.

Of about 180 boys who quit the Hospital in the course of a year—

5 or 6 now go to the Universities on Hospital exhibitions,
3 or 4 go into the Royal Navy, and } from the Royal Mathematical
5 or 6 go into other sea services } or Naval School.

Probably 5 more do. from the ordinary boys.
„ 5 are articled to the medical profession, or to chemists, &c.
„ 40 are apprenticed or articled to various trades and callings.

Probably† 15 or 20, who are intended for engineers, for lawyers, for the army, or other superior calling, or for the University, are sent by their friends or relations to school for further education.

And probably about 100 go into counting houses, warehouses, shops, insurance offices, the docks, or other employments. Of these, at the required age, many get into banks, Government offices, &c.; and some go out to India, China, the Cape, Australia, New Zealand, &c.

"Old Blues" (as the term by which the old scholars of Christ's Hospital are most commonly known) may be classed as follows:—

‡1st. The "Grecians," or Exhibitioners.

2nd. The "Royal Mathematical," or naval boys.

3rd. The large mass of boys who leave the school at or about 15 years of age.

During a long period, terminating with the year 1832, the Governors were only in a position as to funds to send one, or occasionally two, of their senior scholars or "Grecians" to the Universities each year; and from 1832 until 1840 two "Grecians" were regularly appointed to exhibitions annually. With comparatively few exceptions, the "Grecians" or Exhibitioners down to this period, after taking their degree, entered into Holy Orders, some of them undertaking masterships in the Hospital or elsewhere, and others engaging in parochial or college work.

Running over the last 100 years, the Exhibitioners of Christ's Hospital may be said to have distinguished themselves in a very remarkable degree; and no reader can fail to be struck with the list of former Grecians, and the account given of them in the Rev. W. Trollope's History of Christ's Hospital, pp. 297 to 308, and especially for the period ranging from 1760 to the termination of such list in 1833.

Within this period are to be found mentioned the names of Coleridge, and

---

* The first by will dated in 1574, showing the very early "grammar school" character of the Hospital.

† The circumstances of some parents improve materially whilst a boy is in the school, and enable them to do this. In other instances sometimes relatives or friends assist.

‡ From this point onward this sketch is, in effect, the same as a return made towards the end of 1863 to Mr. Hare, Inspector of Charities, on the occasion of his inquiry into the concerns of the Hospital. There is, however, considerable amplification, and the details have been brought down later.—*Vide* Return, Charities, No. 382, printed by order of the House of Commons, 1865.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

Bishop Middleton, and Dr. Trollope;* of Dyer and Dr. Richards, and Thornton (in after life the Right Hon. Sir Edward Thornton); of Pitman and Mitchell; of Thomas Barnes, to whose powerful editorship and coproprietorship, it is understood, "The Times" owes a great deal of its success; of Dr. Gilley, Professor Scholefield, and Dr. Adams; of Dr. Greenwood* and Dr. Rice;* of Lynam, Alt, and Iliff; men who have been all distinguished in their various careers, and have reflected high credit on the school of their early training.

Beyond the honours and positions gained by these, the account referred to contains a very varied enumeration of fellowships and prizes, and literary productions connected with the old Grecians, and completely vindicates the high order of scholarship then aimed at and attained. Amongst the Hospital Grecians of the latter part of the period referred to, it may be mentioned that two (perhaps more) became barristers, one of whom died some years ago, after giving promise of considerable future success, and the other has died more recently.

During the last 23 or 24 years, owing to the increased amount of the exhibition funds at the disposal of the Governors, they have been able to send three, four, and latterly five Grecians annually to the Universities.

Of those Grecians preferred to college in the course of the last 32 years (to connect with the termination of the Rev. W. Trollope's list of honours, &c.) nine have been in the first class in classics, with the 1st, 2nd, 3rd, 4th, 5th, 6th, and 10th places, and 18 have been in the list of Wranglers, and have taken 2nd, 4th, 8th, 10th, 12th, and various lower places; besides two, who were double first class men; five others have been in the first class in Mathematics at Oxford; 12 have become Fellows; one, who was senior classic of his year and 1st Chancellor's Medallist, after carrying off a large (perhaps an unprecedented) number of distinctions, was at an unusually early age appointed to the Regius Chair of Civil Law at Cambridge, and LL.D., then to the chair of Reader in Civil Law at the Inner Temple, and he is now an ordinary member of the Supreme Council in India, Chancellor of the University of Calcutta, and Honorary D.C.L. of Oxford. Another, 6th in classics, was also 1st Chancellor's Medallist of his year.

One of the *double first class* men was *senior classic* of his year, and is now Fellow and Bursar (having also been tutor) of Trinity College, Cambridge, and an assistant commissioner under the Schools Inquiry Commission; and the other (a fellow and lecturer of his college at Oxford) has been recently elected second master of Dulwich College. Six former Grecians are head masters of public schools†; of two at the Cape of Good Hope, one is Superintendent General of Education, and the other, a more recent Grecian, has been appointed principal of a local college; two hold high appointments connected with public education in India; nine hold masterships in the city, viz., six in Christ's Hospital, and at Merchant Taylors', St. Paul's, and the City of London schools one each; whilst at Dulwich College three of the masters, including the gentleman above referred to, were Grecians of Christ's Hospital. A Grecian, now fellow of his college, is a classical tutor and lecturer at King's College, London, and one of the examiners for classical honours at Cambridge. Several fill masterships in various grammar or collegiate schools, including one who has lately quitted Edinburgh Academy and gone to Queen's College, Galway. One of Her Majesty's Inspectors of Schools, and late fellow of his college, was a Grecian. Two hard working clergymen, formerly Grecians, now occupy Metropolitan livings; several others have livings in the country; another is chaplain (lately at Portsmouth) to the forces in Nova Scotia; several are barristers, of whom one is in the Charity Commission office; another Grecian is in the Inland Revenue, and another was recently in H.M. Customs. Two have obtained (one since deceased) commissions in the army; eight (including one deceased) have gained appointments by open competition in the Indian Civil Service; the candidates who gained the 1st‡ and 8th places at the first of the competitive examinations (1856) for that service having been former Grecians; and others, successful in subsequent examinations, having attained very high marks. A former Grecians holds a high judicial appointment in India, whilst another conducts an influential Bombay paper; and another is understood to be the head of the collegiate school at

* In succession "Upper Grammar Master," or Chief Master of the Hospital.

† Armagh, Boston, Brecon, Charterhouse, Exeter, and Sherborne.

‡ H. D. Sweeting, the deceased Grecian above referred to, was first with 2,845 marks, the second having 175 less.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

Adelaide, South Australia. Several of the Grecians, who have left within the period now referred to, have applied themselves to literature, and several have died; but rare indeed have been the instances in which Grecians have not succeeded in their after career, in obtaining positions of respectability and usefulness, if not of distinction.

N.B.—Lists of "Grecians" from 1836 to 1852 with their distinctions, &c., and from 1853 to 1865, are furnished herewith,

2. *Of former Naval or "Royal Mathematical Boys"* several at this time hold high rank in the Royal Navy, including a Rear-Admiral and a captain C.B.; two others, who were in the Hon. East India Company's service, viz., one as a captain in the army (having in early life quitted the Royal Navy) and the other as the commander of one of the Company's merchant ships, became governors. Of these, the former has recently died, and bequeathed 2,000*l.*, besides his residuary estate, to the Hospital, and has also given a handsome legacy to the "Benevolent Society of Blues," and the other has been for many years past a member of the Committee of Almoners. Between the close of the great war and the opening of the Crimean war comparatively few of the Royal Mathematical boys had the opportunity of entering the Royal Navy. Several went into the Indian services in various capacities; but most of them into the general merchant service; and of the latter, it is understood, some have had commands in the local services in India, China, &c., and some have quitted the sea service for the colonies and for various other avocations. The scientific education of these boys well qualifies them for a branch of the R.N. service in which they have been a good deal employed, viz., surveying; and it may be incidentally mentioned that one was a few years since engaged on the survey of the Holy Land. Two others, as well as an ordinary Blue, were in the Polar expedition, and celebrated "speech day" of 1854 together in those regions. This education has also not unfrequently been turned to good account by those who have quitted the sea. One such was, until very recently, Surveyor General at Hong Kong; another holds an important appointment connected with the shipping of the port of Liverpool; and it is believed that another has a high appointment at that port also; one is an architect; another is a builder in a considerable way of business, and one is highly posted in the General Registry of Seamen in London; whilst another holds a responsible position at Greenwich Hospital, of which yet another is a resident lieutenant.

Of bygone Blues who went out from the Royal Mathematical school one became (having quitted the sea) master of the Royal Mathematical school; but, leaving that appointment for other pursuits, he served the office of sheriff of London, and by successful transactions and investments acquired a considerable fortune. His son is now a Governor. Another, after quitting the sea service, became a successful teacher of navigation in the city, and for years was editor of Norie's Navigation.

Since 1858, owing to the facilities afforded by the supplemental charter granted by Her present Majesty, many of the Royal Mathematical boys have entered the Royal Navy, either as naval cadets or as master's or clerk's assistants, and already several have been mentioned with great commendation. It may be added, on the authority of one of the mathematical masters,* that those who have joined the navy have generally taken high places in the examinations. Of 11 who entered as naval cadets four passed first, either in the preliminary or final examination, and of these one was first in both; and six have received first-class certificates. Of 19 (including one who wholly failed through fits) who entered as clerk's or master's assistants, six have taken the first place. One, after leaving school, obtained a commission in the Royal Marines and passed first. Of all who have gone in for examination at Portsmouth, only six have been lower than 7th in the first examination.

Others have entered the Peninsular and Oriental and other companies' services, as well as many of the best private services connected with the port of London; and there is every reason to believe that these young men, scattered over the world, and therefore generally less heard of at the Hospital than the "Grecians," do credit to their old school, and look back to it with affection and good feeling.

* The Rev. T. J. Potter.

It should here be stated that the Royal Mathematical boys are expected to present themselves at the Hospital on the first opportunity after three years' service; and on producing a certificate of good conduct, and passing an examination by the head mathematical master, they each become entitled to a sum little short of 25*l.*

Before the date of the supplemental charter certificates of good conduct were not required, the money, by a technical construction, having been considered as due to the captains, to whom the youths were (as required by the charter of King Charles the Second) apprenticed for seven years. The certificates produced under the present rules have been very satisfactory; and it is confidently hoped that the system will continue to work well, and prove an incentive, not only to steadiness of conduct and perseverance on the part of these youths, but to the improvement of their knowledge, whether they belong to the navy or to the merchant maritime service.

3. *Of the general mass of boys who leave the Hospital in the ordinary way at or about 15 years of age* (being about nine-tenths of the total number quitting the Hospital), it may be said, looking to the very large number of them, that they are to be found in almost every rank of society, and in nearly every profession, trade, and walk of life.

Comparatively few of them are known to be in *the Law* (although these few include a serjeant-at-law, several barristers, and 10 or 12 solicitors); the cost of the stamp on the articles, added to the premium required in the case of solicitors, and the expense attending entrance into the higher branches of the profession, being commonly beyond the means of the boys' parents or friends.

The same observation may be made in reference to the profession of *architects*, although here one name of eminence and several of great respectability can be mentioned; and to some extent it holds also with regard to *civil engineers*, amongst whom, however, one well-known name is that of a Blue.

A considerable number of Blues are known to be in the *medical profession*, both as physicians * and general practitioners, and names of great respectability and even eminence (including one of the serjeant surgeons to the Queen) can be mentioned amongst them. It may be added that of late years several young men, Blues, have distinguished themselves by gaining prizes at the metropolitan hospitals.

Some, not to say many, are *clergymen*, who have worked through the Universities *without the Hospital's Exhibitions;* and of these one is now a Canon of St. Paul's, and one a Canon and Archdeacon of Winchester; another was fellow and mathematical lecturer of his college at Cambridge, and several others have done very well indeed. The name of the Rev. Thomas Hartwell Horne, a former "Deputy Grecian," must ever be mentioned with respect, as one of the most learned and distinguished, not only amongst Blues, but amongst biblical students and divines. One, now deceased, of such clergymen, not Grecians, was a Governor of the Hospital, and another was, until his recent resignation, master of one of the city companies' schools.

It is thought that few old Blues become farmers. A large number of them, however, are to be found in the city, some as thriving merchants, some as successful stockbrokers; others are largely engaged in trade as colonial produce, or other brokers, or as wholesale dealers or manufacturers; several are accountants, and many are retail tradesmen in and about the metropolis and elsewhere.

A well-known old Blue and Governor of the Hospital retired some years since from partnership in a publishing firm of eminence second to none, and another Blue, recently deceased, was a partner in the same firm and a Governor also. One is a city deputy, and two others are members of the Common Council, and several others have within the last few years been members of that court, including a deputy lately deceased. A well-known late town clerk of London was a Blue, as was also one of his predecessors; and the present chief clerk to the Chamberlain, the clerk of the Central Criminal Court, and several other civic, as well as city companies' officials, were Blues. A Lord Mayor of about 25 years since was a former Blue, as was also a recent Mayor † of Windsor

* A Blue M.D. died in November 1865.
† Re-elected November 1865.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

In the Bank of England one or more Blues may be found in almost every office; and in the large joint-stock banks, as well as in the private banks, there are a considerable number of them, and in several instances they hold high and confidential positions, and the like may be said of the insurance offices, the docks, and other large mercantile establishments. The managing director of an important discount company, and the assistant secretary of the largest fire office in London, were Blues, and the late assistant secretary of the Bank of England was also a Blue.

Amongst Government officials, to whom allusion may be made as "Old Blues," may be mentioned the present secretary, as well as the comptroller-general, of the Customs; one of the assistant secretaries of the General Post Office, besides one of the surveyors and several clerks in the Post Office; the deputy keeper of Public Records, the accountants at the Charity Commission and the Inclosure Commission, and several clerks at the latter; the registrar of the Royal School of Mines, also one or more Blues in the Admiralty, the Treasury, the War Office, the Record Office (besides the deputy keeper above referred to), the Inland Revenue, the India Office, the House of Commons' offices, Queen Anne's Bounty, the Accountant-General's Office of the Court of Chancery, and various other public departments, one having been very prominently concerned in the Exhibition of 1851, and now being a C.B. and superintendent of South Kensington Museum, &c.

H.M. Vice-Consuls at Kaiffa* and Bussorah may be mentioned also as Blues; and it is understood that a young Blue went out to Japan three or four years since with a view to becoming an interpreter.

Several have appointments in India or the Colonies, and a name still highly respected in Canada is that of the Hon. Hamnett Pinhey, deceased, a Blue in his boyhood, and for many years a Governor of Christ's Hospital.

It is understood that not many Blues are in the army, the expense of the further necessary education on leaving the Hospital at 15 years of age, coupled with the cost of the commission and the outfit, being generally beyond the means of the parents or immediate relations; nevertheless, in the late East India Army, two (one of whom is deceased) are known to have attained the rank of major-general, and several others have held, and some continue to hold, as is known, good rank in the army of India. A "Blue," now a Governor, was an assistant surgeon on board one of the ships engaged in the Siege of Acre; another was surgeon on board the "Tiger," and was taken prisoner in the late Crimean War; and another, quite a young man, who had already become Fellow of the Royal College of Surgeons, fell a victim to disease at Scutari, after accompanying wounded men from Balaklava, and his name was mentioned with commendation before the Committee of the House of Commons. A gallant young officer, a Blue, has lately received the Victoria Cross for an act of valour during the operations at Umbeyla on the N.W. frontier of India.

A former Blue became one of the master shipwrights at Woolwich Dockyard, and another is believed to be identical with the late Commissary-General. Another is secretary to a learned society, and author or editor of some works connected with the Turkish language; and another professor of English at the Lycée Napoléon, Paris, and at the "École des Mines;" and it may be mentioned, as a curious circumstance, that a Blue (who was unhappily drowned when embarking to return to England) was for some period Commissary-General to the Emperor of China.

Large numbers of the ordinary boys on leaving school (as before mentioned) are received into wholesale warehouses and counting houses; many are apprenticed to various trades, not only in London, but in the country, or are articled to professions, with the assistance of the Hospital's Apprentice Funds; and a noticeable fraction go to sea, several of these having of late years entered the Peninsular and Oriental Company's and various private services. One of the naval instructors on board the "Britannia" (not indeed a Royal Mathematical boy) may be mentioned as a Blue of about 30 years ago.

Several of the ordinary Blues are connected with the press or with literature, and amongst popular writers of a period not long gone by the names of *Leigh Hunt* and *Charles Lamb* (both Blues) are too well known to need remark.

* Gazetted to "Cyprus" in November 1865.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

Several are masters and officers in the service of the Hospital, one is receiver to another Royal Hospital, two are the secretaries of the largest orphan asylums in London, and several are secretaries to other institutions and societies.

It must necessarily happen that, with the very varied talents and acquirements of the boys, and their varied opportunities on leaving school, a proportion will always be found in the humblest walks of life; but it is thought that enough has been here stated to illustrate the general results of the Hospital's education, and the careers of its more distinguished as well as of its ordinary class of scholars. It may be added, indeed, that an "opportunity" for a boy when leaving Christ's Hospital at 15 years of age may determine his whole after career; and in this point of view the fact of Blues *being so much before the public eye, coupled with the kind notice taken of them by many of the Governors and successful old Blues and others in the city,* is of great advantage, and does much for them; and it may be confidently stated that, generally, a good feeling prevails with regard to them on leaving school.

Very few Blues settle in America, but they are very numerous in India, both in official * and mercantile capacities; and at the Cape are also Blues who are doing well; and so numerous are they in Australia, that "Societies of Blues" have been formed at Sydney, Melbourne, and Adelaide. The Hon. Mr. Loader, M.L.A., Victoria, was a Blue.

A Governor who had received his early education in the Hospital, and who died about 20 years since (Mr. Bent) was at one time in Parliament; and another Governor, once a boy of the Hospital, has just been elected M.P. for a borough in Wiltshire.

Of "Old Blues," 22 are at this time Governors of the Hospital, and three of these are on the Committee of Almoners, one of them being the treasurer of one of the four royal hospitals of London. A Blue (Mr. Beioley) who died a few years since had been for many years in North America in the service of the Hudson's Bay Company, and having acquired property returned to England and became a Governor. A Blue, many years a Governor and almoner, and the first president of the Benevolent Society of Blues, was for a considerable period a partner in a great firm of merchants, second perhaps to no other in London. An eminent London merchant very recently deceased (Mr. Richard Thornton) was a Blue, and many years a Governor and almoner. He gave upwards of 2,500*l.* to the Hospital in his lifetime, and 5,000*l.* by will, besides 10,000*l.* to the Rev. William Hetherington's Charity to the Blind in the administration of the Governors of Christ's Hospital.

Several Governors are sons of "Old Blues;" and, as showing some estimation of the Hospital, it may be mentioned that about 20 years ago a gentleman, who as a clerk had had a son admitted into the Hospital, and soon afterwards himself met with rapid success in the city, gave 500*l.* to the Hospital, withdrew his son, and was elected a Governor.

Of Governors and almoners of bygone years, many have been the "old Blues" who have testified by their gifts and their attention to its affairs during their lives, or by their legacies (and some by both) their attachment to the place of their early education, The names of the Rev. Dr. Tew, and of Mr. Parr, a great merchant at Lisbon; of Stephens, Sangster, Precious†, F. Wilson, Goodwin, Latham, Crouch, Corderoy, Le Keux, Wilby‡, Rev. Dr. Richards§, Thackeray‖, and Webb (most of whom were Governors and donors in their lifetime, and several were almoners of the Hospital), may be mentioned, as being amongst the largest donors by will to the Hospital; and the names of many lesser donors by will could be also added as those of "old Blues." The large gifts of Serjeant Moses (1688), of E. Mitchell (about 1683), of Jonathan Carver (1700), of John Harvey, who had been nearly 20 years in the East Indies (1720), and of the Rev. J. Worting (about 1722), all Blues, as well as several lesser legacies at that distant period, attest the attachment to the Hospital as

* Partly as the result of the opening of the Civil Service.

† An almoner and donor in his lifetime, besides bequeathing large legacies to the building fund, and to Hetherington's Blind Charity in the administration of the Governors.

‡ Fifty-three years in the Hospital's service, of which 20 years as chief clerk, a Governor by special appointment, and donor both in his lifetime and by will.

§ A former Grecian and exhibitioner of the Hospital, many years a Governor, and founder of an annual gold medal for Latin hexameters.

‖ A governor and almoner; he gave 10,000*l.* to the Hospital, and 2,000*l.* to the Hetherington Blind Charity besides a large portion of his valuable library to the former.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

having been strong, even when the diet and usages there might be termed somewhat rough compared with the comforts and advantages now and for many years past enjoyed by the boys of this ancient foundation.

It may be fairly inferred from the foregoing examples that a public school spirit, infused into the boys, and quickened by a sense of self-dependence, has acted as a strong incentive to honourable exertion and industry, which in after life has produced the valuable fruits of social position, and in many cases of considerable wealth; the walks of trade, and the varied and active avocations of the middle classes, having been and still being the scene of the chief operations of "Blues," as distinguished from the more special resorts of the wealthier sons of Eton, Harrow, and some of the other great public schools.

Looking to the classes from which Christ's Hospital is mostly replenished, it is only natural to expect that the commercial idea would be the leading one amongst the boys, and such is the fact; and from the universality, so to speak, of Blues, a kind of emulation appears to be begotten, and a strong desire to hold themselves up in the world; and this very feeling, it may be confidently stated, leads collaterally to the advantage, and even reinstatement, of families, to the comfort and help of aged or widowed parents, and to the aid of younger brothers and sisters, and thus becomes productive of great moral and public good.

Of course, among so large a number of persons as the *alumni* of Christ's Hospital, instances of misfortune, and of lost opportunities, as well as of wrong-doing, occur from time to time; and cases of poverty, and even extreme distress, come under the notice of the "Benevolent Society of Blues." That old Blues, however, generally do well, and are able to provide comfortably for the decline of life, may be inferred incidentally from the very small number (comparatively speaking) who apply for the pensions provided by that society, as well as from the considerable number (including several who reside in the colonies or foreign parts), who subscribe to its funds without in any way anticipating a necessity of seeking its aid, and who, at its festivals, as well as at the anniversary dinners on "Founder's day," assemble to talk over old times, and relate their successes and adventures since leaving school.

It may likewise be added, as a general rule, that when old Blues meet in India or the colonies, or in foreign countries, and make mutual discovery of the home of their early training (*even if not contemporaries*), a warm interest and friendship are at once reciprocated, assistance and good offices are tendered, and a community of feeling of no transient description is often established.

In addition to the foregoing remarks, the following incidents, within the knowledge of the writer, having their origin more or less distinctly in the benefits conferred by the Hospital, and showing a peculiar attachment to it, although not directly pertinent to the present inquiry, may be fairly mentioned in connexion with it.

Several gentlemen, Governors at this time, are, as before observed, the sons of former Blues, and it may be stated as a noteworthy circumstance that an old Blue deceased, many years ago a Governor, bequeathed a considerable legacy to the Hospital, to be paid after the death of his widow. This lady survived many years, and in the interval the particular class of property from which this legacy was payable had depreciated to such an extent as to create a deficiency of assets, and the Hospital and other legatees had to abate proportionally. The two sons, however (an eminent merchant and a gentleman holding an important official position), each presented a donation of upwards of 600*l.*, in order, as they stated, "to fulfil the intentions of their father in favour of the "school to which he owed his education."

An analogous instance also occurred several years since, where a legacy bequeathed by a Governor, who had been educated in the Hospital and been one of its most distinguished scholars, was made up by a relative and paid in full.

An officer, R.N. and C.B., himself a former Royal Mathematical boy, a short time since placed a naval appointment at his disposition to be competed for by the Royal Mathematical boys.

Another officer, R.N., who, when he had a young family dependent upon him, gladly availed himself of the opportunity of getting two sons educated in the Hospital, some years after they had left gave two sums of 100*l.* each for the

establishment of two prizes for the Royal Mathematical boys, and the same now bear his name.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

A Governor, a former Blue, remembering the advantages he had himself received from a nomination to the Hospital by one of the city companies under a trust, placed his first presentation at the disposal of that company, and a most proper case was appointed on it.

"The Amicable Society of Blues," a small body of old Blues who meet periodically for friendly intercourse, are well known for their generous sympathy with any unfortunate member of their body. This society subscribed 250*l.* to the Hospital's Building Fund; and several Blues, Governors, were large donors in their lifetime or by will to the same fund.

Mementoes of plate have also been presented to the Hospital by several old Blues, besides handsome gifts of books and other articles from time to time. These last include a very fine Holbein of Edward VI. before he was king.

Many other incidents, more or less interesting, which have had their origin in the Hospital's education and associations, could be mentioned, although at the risk of needlessly prolonging this paper; but enough has probably been said to illustrate, not only the general results of that education, but the good feeling and even affection with which Blues usually regard the home and school of their early years, and mention need not therefore be here made of them.

N.B.—The foregoing particulars have been compiled with considerable care, and with further inquiry many additions could be made to them. There may be several errors in the descriptions of the appointments held or honours gained, or a person deceased may be alluded to as though living, but it is believed there is no error or mis-statement affecting the general result. Names can be given, almost without exception, to justify the assertions of this paper.

M. S. S. D.

November 17, 1865.

Appendix B.

List of the Grecians made by the Rev. Edward Rice, D.D., Upper Grammar Master of Christ's Hospital, from 1836 to 1852. Compiled by the Rev. Dr. Jacob, Upper Grammar Master, 1853, in succession to Dr. Rice. The Rev. T. J. Potter has assisted in supplying the particulars to bring on the facts to 1865.

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
1836	1839	*George Buckle - -	Oriel.	Oxon.	1843	Class II.	Class I.	Scholar of Corpus; late Fellow and Tutor of Oriel; Vicar of Twerton, Somerset.
,,	,,	Robert Andrews - -	Pemb.	Camb.	,,	Class I. 3.	S. Opt. 37.	Fellow and Tutor of Queen's. Porson Prize, 1840. Scholar of Pemb., 1841; since deceased.
,,	,,	*Geo. Henry Farr - -	,,	,,	,,	Class III. 8.	S. Opt. 47.	Head Master of the Collegiate School, Adelaide.
1837	1840	Hy. Jas. Sumner Maine -	Pemb.	Camb.	1844	Class I. 1.	S. Opt. 42. 1st Chancellor's Medallist.	Scholar of Pemb., 1841. Prizes, 1842, Latin Ode and English Verse. Prize, 1843, Latin Ode with Epigrams, and Camden Medal. Craven Scholar. Tutor of Trinity Hall; Reg. Prof. of Civil Law. Reader in Civil Law, Inner Temple. LL.D. Ordy. Member of the Supreme Council of India, and Hon. D.C.L. of Oxford.
,,	,,	*Hugo Danl. Harper -	Jesus.	Oxon.	,,	Class II.	Class I.	Sen. Math. Scholar, and Johnson's Math. Scholar, 1845. Fellow of Jesus College. Head Master of the King's School, Sherborne.
1838	1841	*Saml. John Phillips -	Pemb.	Camb.	1845	Class II. 3.	J. Opt. 5.	Recorded for Porson Prize. Vice-Master of Rossal School.
,,	,,	*Henry Newport - -	,,	,,	,,	Class II. 1.	J. Opt. 2.	Prizes, 1844, Greek Ode, Latin Ode. Head Master of Exeter Grammar School.
,,	,,	*John A. Lumb Airey -	,,	,,	1846		Wrang. 2.	Scholar of Pemb., 1842. Head Mathematical Master of Merchant Tailors' School.
1839	1842	Peter H. Hammill -	Pemb.	Camb.	1846	Class III. 9.	Wrang. 37.	Scholar of Pemb., 1844.

In Holy Orders, where marked * throughout this list.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Mathematics.	Remarks, &c.
1839	1842	*Geo. Edwin Pattenden -	St. Peter's.	Camb.	1846			Head Master of Boston Grammar School.
,,	,,	*William Romanis -	Emman.	,,	,,	Class I. 7.	S. Opt. 2.	Late one of the Masters of Cheltenham College. Vicar of Gt. Wigston, near Leicester.
,,	,,	*Wm. Haig Brown -	Pemb.	,,	,,	Class I. 2.	J. Opt. 8.	Fellow and Tutor of Pemb. Examiner for Classical Honours in 1853–54. Head Master of Charterhouse School. A Governor and Almoner of Christ's Hospital.
1840	1843	Aug. Spiller Harrison -	Caius.	Camb.	1847	Class III. 3.	Wrang. 27.	Inspector of Schools in Behar, Bengal.
,,	,,	Arthur Chubb - -	Pemb.	,,	,,			Deceased.
,,	,,	*Geo. Banastre Pix -	Linc.	Oxon.	1846	Class IV.	Class I.	Incumbent of Acaster Selby, Yorkshire.
,,	,,	John Smith Benifold -	Pemb.	Camb.	1847			
1841	1844	*Geo. James Gill - -	Emman.	Camb.	1848			Porson Prize 1846 and 1847. Deceased.
,,	,,	*Morton A. Leicester -	St. John's.	,,	,,			Scholar of St. John's.
,,	,,	Langham Dale - -	Queen's.	Oxon.	1847		Class II.	Late Senior Professor of South African College, Cape Town ; now LL.D. and Superintendent-General of Education at the Cape.
,,	,,	*Edw. Taylor Hudson -	Trinity.	Camb.	1848	Class II. 3.	J. Opt. 13.	Assistant Master of St. Paul's School.
1842	1845	Gowen Edw. Evans -	Linc.	Oxon.	1849	Class IV.	Class I.	Barrister-at-Law.
,,	,,	Edw. Tudor Scargill -	Pemb.	Camb.	,,		Wrang. 32.	Late Secretary to Statistical Society.
,,	,,	*George Voight - -	Clare Hall.	,,	,,	Class II. 4.	J. Opt. 35.	A Master at Dulwich College.
,,	,,	*Wm. Fred. Greenfield -	Pemb.	,,	,,	Class III. 12.	Wrang. 34.	Scholar of Pemb., 1846. Head Master of Lower School, Dulwich College.
1843	1846	Malcolm Laing - -	Trinity.	Camb.	1850			One of the Grammar Masters at Christ's Hospital.
,,	,,	*Thos. S. Polehampton -	Pemb.	Oxon.	,,		Class II.	Late Fellow of Pembroke. Incumbent of Ellel, Lancashire.
,,	,,	*Thos. J. Potter - -	Trinity.	Camb.	,,	Class III.	Wrang. 12.	Scholar of Trinity. Mathem. Master at Christ's Hospital.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.	B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
1843	1846	Edw. Algernon Newton -	St. John's. Camb.	1850			Migrated to Pembroke 1st year. Scholar of of Pemb., 1847. Secretary of Legal and General Life Assurance.
1844	1847	*John Danl. Williams -	Trinity. Camb.	1851	Class I. 5.	S. Opt. 24.	1st Bell's Scholar, 1848. Prizes, 1849, Greek Ode, and Epigrams. Scholar of Trinity. Head Master of Christ's Coll. Sch., Brecon.
,,	,,	Edward Hayman - -	Clare Hall. ,,				Died in 2nd year of Undergraduateship.
,,	,,	*Charles Edw. Searle -	Pemb. ,,	,,		Wrang. 10.	Scholar Pemb., 1848. Fellow and late Mathem. Lecturer of Pembroke.
,,	,,	Wm. Allan Russell -	Queen's. Oxon.	1852	Class III.		Lusby Scholar, Magd. Hall. English Prize Poem, 1850. School Inspector in India.
1845	1848	James L. Hammond -	Trinity. Camb.	1852	Class I. 1.	Wrang. 26.	Second for Univ. Scholarship, with honourable mention, 1850. Fellow and late Tutor, now Bursar, of Trinity. Camden Medal. Assistant Commissioner, Schools Inquiry, 1865.
,,	,,	Chas. Dacre Craven -	Linc. Oxon.	,,		Class IV.	Barrister-at-Law, and in Charity Commission Office.
,,	,,	D'Arcey Wm. Thompson	Trinity. Camb. [afterwards Pemb.]	,,	Class I. 6.	J. Opt. 10.	Prize, 1849, Latin Ode. Late one of the Masters of the Edinburgh Academy ; and now Professor at Queen's College, Galway.
,,	,,	Robert Black - -	Pemb. Camb.	,,	Class II. 5.	J. Opt. 24.	Literary pursuits.
1846	1849	*Herman Ch. Heilbronn -	Pemb. Camb.	1853	Class II. 16.	J. Opt. 29.	Scholar of Pembroke, 1850. Deceased.
,,	,,	Lawrence Craven -	Trinity. ,,	,,	Class I. 6.	S. Opt. 37. 1st Chancellor's Medallist.	2nd Bell's Scholar, 1850. Fellow of Trinity. Barrister-at-Law.
,,	,,	*Thomas Holbrow -	Pemb. ,,	,,		J. Opt. 19.	Incumbent of , Gloucestershire.
,,	,,	Geo. Hector Croad -	Trinity. ,,	,,	Class II. 16.	S. Opt. 19.	Scholar of Trin. Late Mathem. Master of Rossall School ; now one of the Secretaries of the Bishop of London's Fund.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
1847	1850	Chas. Spread Townsend -	Jesus.	Camb.	1854	Class I. 4.		2nd Bell's Scholar, 1851. Fellow of Jesus. Late one of the Masters of City of London School. Examiner in Classical Honours, 1865. Classical Lecturer at King's Coll., London.
,,	,,	*Alfred Sweeting - -	Pemb.	,,	,,		Wrang. 31.	Scholar of Pemb., 1851. Incumbent of Amcotts, Lincolnshire.
,,	,,	James Gill - -	,,	,,	,,	Class I. 10.		Scholar of Pemb., 1852. Late a Classical Master, Christ's Hospital; now Principal of the College, Graaf Reinet, S. Africa.
,,	,,	*Hy. Chas. Pryce Jones -	Wor. Coll.	Oxon.	,,			1st Class Mathem. Mods., 1852. Assist. Master, Clergy Orphan School, Canterbury.
1848	1851	Gilbert Wilson Brown -	Emman.	Camb.	1855		S. Opt. 6.	In India.
,,	,,	*Geo. Chas. Bell - -	Lincoln [afterwards	Oxon. Worc.]	,,	Class I.	Class I.	1st Class Math. Mods., 1852. Examiner Mathem., 1859. Fellow Wor. Coll. and late Mathem. Lecturer. Sen. Mathem. Scholar, 1857. Under Master of the Upper School, Dulwich College.
,,	,,	James Scholefield -	Pemb.	Camb.				Died during Undergraduateship.
1849	1852	Hy. Dove Sweeting -	St. John's.	Camb.	1856	Class II. 1.	Wrang. 31.	Scholar of St. John's. 1st Place Civ. Service, India, 1856. Died in India.
,,	,,	Richard A. Lloyd - -	Pemb.	,,	,,		J. Opt. 4.	Scholar of Pemb., 1853.
,,	,,	*John Geo. Gauntlett -	Wor. Coll.	Oxon.	,,	Class III.	Class III.	
,,	,,	Hadarezer Hy. Stone -	Pemb.	Camb.	,,		J. Opt. 35.	
1805	1853	*John W. Doran - -	St. John's.	Camb.	1857	Class II. 3.		1st Class Theological Tripos, 1857.
,,	,,	Henry Ludlow - -	,,	,,	,,		Wrang. 8.	Fellow of St. John's. Barrister-at-Law.
,,	,,	Henry R Ievers - -	Magd.	,,	1858		J. Opt. 35.	Royal Artillery, 1856. Deceased.
,,	,,	*Claude Hubert Parez -	Pemb.	,,	1857		Wrang. 4.	Scholar of Pemb., 1854. Late Fellow and Lecturer at Pembroke. One of H.M. Inspectors of Schools.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

H.R.H. the Duke of Cambridge.

21st Feb. 1866.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
1851	1854	Chas. Wm. Paxton Watts	Univ.	Oxon.				7th Civil Service India, 1858. Scholar of Univ. Coll., 1854.
,,	,,	*Hy. Thos. Armfield -	Pemb.	Camb.	1858		Wrang. 37.	Scholar of Pemb., 1855. Minor Canon of Salisbury Cathedral.
,,	,,	John Colling Barker -	,,	,,	,,			Inland Revenue.
,,	,,	James Wyburd Furrell -	Emman	,,				8th Civil Service, India, 1856.
1852	1855	*Chas. Geo. Foster - -	Magd. Hall	Oxon.	1859	Class III.	Class II.	Lusby Scholar, 1855.
,,	,,	*Hy. Jemson Tebbutt -	Trinity.	Camb.	,,	Class III. 19.	S. Opt. 29.	Incumbent of St. Ann's, Nottingham.
,,	,,	*Rowley Hill - - -	,,	,,	,,			Incumbent of St. Luke's, Marylebone.
,,	,,	*Edmund Geo. Peckover -	St. John's.	,,	,,	Class III. 1.		Scholar of St. Johns'. A Grammar Master at Christ's Hospital.

List of "Grecians" appointed by the Rev. Dr. Jacob, Upper Grammar Master.

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
Generally 3 years before going to College.	1856	Ernest Montagu - -	Magd.	Camb.	1860	Class II. 15.		Scholar of Magd. Indian Civil Service, 1860.
	,,	*Thomas Carter Pallett -	Lincoln.	Oxon.	,,	Cl. II. Mods. 1858. Cl. IV. Class II. 1860.		Scholar of Lincoln. Grammar Master in the School, Bishops Stortford.
	,,	William S. Foster - -	St. John's.	Camb.	,,		Wrang. 10.	Scholar of St. John's. Indian Civil Service. 1st in Mathematics in Examination.
	,,	Mark Shattock - -	Pemb.	,,	,,		J. Opt. 8.	Late in H. M. Customs; now Private Tutor.
	1857	Thomas W. W. Smart -	St. John's.	Camb.	1860			Scholar of St. John's. In Lunacy Commision Office.
	,,	Wm. Henry St. A. Wilton	Worcester.	Oxon.				Army in India.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
Generally 3 years before going to College.	„	Smith Wild Churchill -	St. John's.	Camb.	1861	Class II. 19.	S. Opt. 2.	Assistant Master, King's School, Sherborne.
	„	*Matthew M. Ffinch -	Oriel.	Oxon.	„			
	1858	Theophilus Mitchell -	Magd. Hall.	Oxon.	1864			
	„	Francis A. Hanbury -	Queen's.	Camb.	1862		Wrang. 29.	Scholar of Queen's Coll. Studying for the Bar.
	„	Alfred Tucker - -	Magd.	„				Scholar of Magd. One of the Masters of the Proprietary School, Blackheath.
	„	Albert Biden Rogers -	Christ's.	„	1862	Class III. 3.		Scholar of Christ's. Master in a School.
	„	*Henry Chas. Bowker -	Emman.	„	„		Wrang. 25.	Scholar of Emman. One of the Math. Masters of Christ's Hospital.
From this Period the Nomination of the Grecians has been made jointly by Dr. Jacob and the Head Mathematical Master.								
	1859	Mortimer S. Howell -	C. C.	Oxon.				Scholar of C.C.C. Indian Civil Service. 2nd in Examination, 1861.
	„	Albert H. A. Poulton -	Worcester.	„	1863	Class II. Mods. 1861.		Assistant Master in a Collegiate School.
	„	Alfred M. Wood - -	Trinity.	Camb.	„		Wrang. 31.	Master in a private School, Rugby.
	„	Herbert M. E. Tattershall	Queen's.	„	„		S. Opt. 22.	Scholar of Queen's Coll.
	„	John Webster - -	Emman.	„				Private Tutor.
	1860	John Webb Hickson -	Worcester.	Oxon.				Died before taking up his residence at the University.
	„	Arthur F. Millett - -	Trin. Hall.	Camb.				Exhibitioner of Trin. Hall. Indian Civil Service, 1861.
	„	Chas. Victor Merriman -	Queen's.	„	1864			Scholar of Queen's Coll. Master in a School.
	„	Ebenezer Morris - -	Trin.	„	„		J. Opt.	Assistant Master in a School.
	1861	James C. F. Morson -	Jesus.	Oxon.	1865	Class III. Mods.	Cl. III.	Scholar of Jesus Coll. A Master at Cowbridge Grammar School.

List of the Grecians—*cont.*

Made Grecian.	Went to College.	Name.	College.		B.A. Degree.	Honours. Classics.	Honours. Mathematics.	Remarks, &c.
Generally 3 years before going to College.	1861	Hyde Edwards Walker -	Worcester.	Oxon.	1865	Class. I. Mods.		Exhibitioner of Worcester Coll.
	„	Edward S. Carlos -	Trinity.	Camb.	„	Class II.	Wrang. 24.	Scholor of Trinity Coll.
	„	Robert G. Glenn - -	Magd.	„	„			Scholar of Magd. Coll. LL.B., 1865.
	„	Arthur T. Waugh - -	Jesus.	„	„	Class III.	Wrang. 29.	Scholar of Jesus Coll.
	1862	Henry Hughes - -	Ch. Ch.	Oxon.	1865	1st. Mods. 1864. 1st Cl. Maths. 1865.		Math. Student of Ch. Ch. Junior Math. Scholar, 1864.
	„	Edward C. Baber - -	Magd.	Camb.				Scholar of Magd. Coll.
	„	George A. Crossle - -	„	„				Scholar of Magd. Coll.
	„	Fredk. C. Barber - -	„	„				Scholar of Magd. Coll.
	„	Clifton Bokenham - -	Pemb.	„				Scholar of Pemb. Coll.
	1863	James H. Wylie - -	Pemb.	Oxon.				Scholar of Pemb. Coll.
	„	John Henry Newnum -	„	Camb.				Scholar of Pemb. Coll.
	„	Chas. Gee Load - -	„	„				
	1864	Chas. Allen Fyffe - -	Balliol.	Oxon.				Exhibitioner of Balliol.
	„	Lewis Le Hardy Sharkey	C. C. C.	„				Scholar of C. C. C.
	„	George F. Warner - -	Pemb.	Camb.				Scholar of Pemb. Coll.
	„	William Farrer - -	„	„				Scholar of Pemb. Coll.
	„	Arthur Bovell - -	Magd.	„				Scholar of Magd. Coll.
	„	Augustine R. Dawson -	„	„				Scholar of Magd. Coll.
	„	Robert H. Hughes - -	Jesus.	„				Rustat Scholar of Jesus.
	1865	John E. Farnell - -	Wadham.	Oxon.				Scholar of Wadham.
	„	John E. Hewison - -	St. John's.	Camb.				Somerset Exhibitioner, St. John's.
	„	Douglas Lee Scott - -	St. Peters.	„				Scholar of St. Peter's.
	„	Richard Lee - - -	Jesus.	„				Rustat Scholar, Jesus.
	„	Alfred E. Hodgson - -	St. John's.	„				

APPENDIX C.

1862.—ADMITTED on this Year's PRESENTATIONS.

CHILDREN OF

Professional Men.			Clergymen.			Military and Naval Officers.			Tradesmen.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
2	Nil - -	4 5	3	Not exceeding 100*l.* a year -	1 with 3 2 „ 5	1	Not exceeding 100*l.* a year -	6	3	Nil - -	1 with 1 2 „ 7
1	Not exceeding 50*l.* a year -	5	6	„ 150*l.* „	1 with 4 1 „ 5 3 „ 7 1 „ 9	1	„ 150*l.* „	5	1	Not stated, but insufficient - -	5
2	„ 100*l.* „	3 5				4	„ 200*l.* „	2 with 4 1 „ 5 1 „ 10	2	Not exceeding 50*l.* a year -	2 4
1	„ 150*l.* „	6	6	„ 200*l.* „	2 with 5 2 „ 8 1 „ 9 1 „ 11	2	„ 250*l.* „	3 8	7	„ 100*l.* „	1 with 4 1 „ 5 3 „ 6 2 „ 8
4	„ 200*l.* „	5 6 7 8				2	„ 400*l.* „	6 8			
2	„ 300*l.* „	6 7	7	„ 250*l.* „	1 with 4 1 „ 5 2 „ 6 2 „ 9 1 „ 12				8	„ 150*l.* „	2 with 4 4 „ 5 1 „ 7 1 „ 10
2	„ 350*l.* „	1 7									
1	„ 480*l.* „	9	4	„ 300*l.* „	5 7 8 10				8	„ 200*l.* „	1 with 3 2 „ 4 1 „ 5 3 „ 6 1 „ 9
			1	„ 550*l.* „	9						
			1	„ 600*l.* „	12				2	„ 300*l.* „	2 7
									1	„ 350*l.* „	9
									1	„ 400*l.* „	9
									2	„ 450*l.* „	8 13
									1	„ 500*l.* „	6
15			28			10			36		

continued.

Persons with Salaries, such as Clerks and others.			Persons having no Business or Occupation.			Persons who have deserted their Families.			Journeymen and Servants.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family	Children admitted.		No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
2	Nil - -	1 2	2	Not exceeding 150*l.* a year -	5 6	1		4	1	Not exceeding 50*l.* a year -	5
3	Not exceeding 50*l.* a year -	3 4 8	1	„ 170*l.* „	8				1	„ 78*l.* „	6
4	„ 100*l.* „	4 5 6 8									
5	„ 150*l.* „	1 with 4 1 „ 5 2 „ 7 1 „ 10									
5	„ 200*l.* „	1 with 4 2 „ 5 2 „ 6									
4	„ 250*l.* „	1 with 3 2 „ 5 1 „ 7									
3	„ 300*l.* „	1 with 4 2 „ 7									
2	„ 400*l.* „	6 7									
28			3			1			2		

1862.—Admitted on this Year's Presentation—*continued.*

Children of

Professional Men deceased.			Clergymen deceased.			Military and Naval Officers deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
4	Nil - - -	1 with *1 2 „ 5 1 „ 10	2	Not exceeding 50*l.* a year -	2 6	1	Not exceeding 50*l.* a year -	6
3	Not exceeding 100*l.* a year - -	2 with 3 1 „ 7	2	„ 100*l.* „	3 5	2	„ 100*l.* „	2 5
			1	„ 300*l.* „	9*	1	„ 120*l.* „	6
			1	„ 420*l.* „	7	1	„ 210*l.* „	5
4	„ 186*l.* „	2 with 2 1 „ 7 1 „ 9						
11			6			5		

continued.

Merchants and Tradesmen deceased.			Persons with Salaries, such as Clerks and others, deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
3	Nil - -	3 5 7*	5	Nil - -	2 with 4 2 „ 6 1 „ 9
2	Not exceeding 50*l.* a year -	2 4	5	Not exceeding 50*l.* a year -	1 with 2 1 „ 5 1 „ 6 2 „ 7
5	„ 100*l.* „	1 with 2 2 „ 3 1 „ 5 1 „ 7	1	„ 100*l.* „	2
			3	„ 150*l.* „	3 4 6
2	„ 150*l.* „	3 9	1	„ 200*l.* „	12
4	„ 200*l.* „	2 with 3 1 „ 5 1 „ 8			
1	„ 205*l.* „	5			
17			15		

*Both parents deceased.

Total, 177.

Abstracts of the foregoing Statement.

1862.

Children of	No. of Children admitted.	No. of Children in Family.	Average No. of Children in each Family.	Total Income.	Average Income.
				£	£
Professional men - - - - - 15	26	138	$5\frac{4}{13}$	3,744	144
Do. deceased - - - - 11					
Clergymen - - - - - - 28	34	232	$6\frac{14}{17}$	7,041	$207\frac{9}{34}$
Do. deceased - - - - - 6					
Military and naval officers - - - - 10	15	83	$5\frac{8}{15}$	2,675	$178\frac{1}{2}$
Do. do. deceased - - - 5					
Tradesmen - - - - - - 36	53	288	$5\frac{38}{53}$	7,557	$142\frac{31}{53}$
Do. and merchants deceased - - 17					
Persons with salaries, viz., clerks and others - 28	43	234	$5\frac{18}{43}$	5,539	$128\frac{35}{43}$
Do. do. deceased 15					
Persons having no business or occupation - - -	3	19	$6\frac{1}{3}$	410	$136\frac{2}{3}$
Persons who have deserted their families - - -	1	4	4	Nil	Nil
Journeymen and servants - - - - -	2	11	$5\frac{1}{2}$	117	$58\frac{1}{2}$
	177	1,009	$5\frac{124}{177}$	27,083	$153\frac{37}{177}$

continued.

Incomes.	Children admitted.
Nil - - - - - - - - -	20
Amount not stated, but insufficient - - -	1
Not exceeding 50*l.* a year - - - - -	17
„ 100*l.* „ - - - - -	31
„ 150*l.* „ - - - - -	29
„ 200*l.* „ - - - - -	37
„ 250*l.* „ - - - - -	15
„ 300*l.* „ - - - - -	12
„ 350*l.* „ - - - - -	3
„ 400*l.* „ - - - - -	5
„ 450*l.* „ - - - - -	3
„ 500*l.* „ - - - - -	2
„ 550*l.* „ - - - - -	1
„ 600*l.* „ - - - - -	1
	177

Christ's Hospital,
November 16, 1865.

1863.—Admitted on this Year's Presentations.

Children of

Professional Men.			Clergymen.			Military and Naval Officers.			Tradesmen.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
3	Nil - -	3 5 8	3	Not exceeding 100*l.* a year -	5 6 9	2	Not exceeding 150*l.* a year -	2 6	1	Not stated, but insufficient -	5
1	Not exceeding 50*l.* a year - -	4	3	„ 150*l.* „	5 6 7	3	„ 200*l.* „	1 with 6 2 „ 7	2	Not exceeding 50*l.* a year -	4 7
1	„ 100*l.* „	6			1 with 3	2	„ 250*l.* „	5 6			1 with 4
3	„ 150*l.* „	4 5 8	5	„ 200*l.* „	2 „ 6 1 „ 10 1 „ 11	1	„ 300*l.* „	7			1 „ 5
		1 with 2			6	1	„ 350*l.* „	8	8	„ 100*l.* „	3 „ 6 2 „ 7 1 „ 9
5	„ 200*l.* „	1 „ 5 1 „ 8 2 „ 9	2	„ 250*l.* „	10	3	„ 400*l.* „	1 with 4 2 „ 9			2 „ 3 1 „ 4 1 „ 5
3	„ 300*l.* „	2 „ 7 1 „ 10	3	„ 300*l.* „	5 7 10	1	„ 442*l.* „	8	12	„ 150*l.* „	2 „ 6 3 „ 8 1 „ 9 1 „ 10 1 „ 12
2	„ 500*l.* „	11 15	6	„ 350*l.* „	1 with 6 2 „ 8 2 „ 9 1 „ 11						2 „ 4 1 „ 6
			1	„ 372*l.* „	7				8	„ 200*l.* „	2 „ 7 2 „ 9 1 „ 14
									3	„ 250*l.* „	2 „ 4 1 „ 6
									3	„ 300*l.* „	3 5 7
									2	„ 350*l.* „	each 9
									2	„ 400*l.* „	7 17
18			23			13			41		

continued.

Persons with Salaries, such as Clerks and others.			Persons having no Business or Occupation.			Persons who have deserted their Families.			Journeymen and Servants.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
		2 with 1	3	Nil - -	4 8	1	Not stated, but insufficient -	2	1	Not exceeding 40*l.* a year - -	9
10	Not exceeding 100*l.* a year - -	3 „ 2 1 „ 3 1 „ 4 2 „ 6 1 „ 9	1	Not exceeding 120*l.* a year - -	9 6	1	Not exceeding 138*l.* a year - -	2	1	„ 64*l.* „	7
		1 „ 2 2 „ 3	1	„ 165*l.* „	11						
9	„ 150*l.* „	3 „ 4 2 „ 5 1 „ 9									
		1 „ 1 2 „ 3									
11	„ 200*l.* „	1 „ 4 3 „ 5 3 „ 6 1 „ 12									
		2 3									
4	„ 250*l.* „	6 7									
		2 „ 4									
6	„ 300*l.* „	2 „ 6 1 „ 8 1 „ 9									
1	„ 350*l.* „	7									
1	„ 380*l.* „	5									
1	„ 420*l.* „	6									
43			5			2			2		

1863.—ADMITTED on this Year's PRESENTATIONS—*continued.*

CHILDREN OF

Professional Men, deceased.			Clergymen, deceased.			Military and Naval Officers, deceased.			Tradesmen and Merchants, deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
2	Nil - -	2 12	1	Not exceeding 200*l.* a year -	7	2	Not exceeding 65*l.* a year -	3 4	5	Nil - -	2 3* 5* 5
1	Not exceeding 50*l.* a year -	6							1	Not stated, but insufficient -	12
4	„ 100*l.* „	2 3 5 7							1	Not exceeding 50*l.* a year -	
4	„ 200*l.* „	1 with 2 1 „ 3 2 „ 8							2	„ 100*l.* „	
1	„ 280*l.* „	9							1	„ 150*l.* „	8
									1	„ 200*l.* „	8
									1	„ 300*l.* „	
									1	„ 360*l.* „	
12			1			2			13		

continued.

Persons with Salaries, such as Clerks and others, deceased.			Persons having no Business or Occupation, deceased.			Journeymen and Servants, deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
1	Nil - - -	2	1	Not exceeding 25*l.* a year -	4	1	6*l.* a year -	5
5	Not exceeding 50*l.* a year -	2* 2 4 5 8						
1	„ 200*l.* „	3						
7			1			1		

* Both parents dead.

TOTAL, 184.

Abstracts of the foregoing Statement.

1863.

Children of	No. of Children admitted.	No. of Children in Families.	Average No. of Children in each Family.	Total Income.	Average Income.
				£	£
Professional Men - - - - - 18 Do. deceased - - - - 12	30	193	$6\frac{13}{30}$	4,763	$158\frac{23}{30}$
Clergymen - - - - - - 23 Do. deceased - - - - - 1	24	177	$7\frac{3}{8}$	5,682	$236\frac{3}{4}$
Military and Naval Officers - - - - 13 Do. do. deceased - - 2	15	91	$6\frac{1}{15}$	3,660	244
Tradesmen - - - - - - 41 Do. and Merchants deceased - - 13	54	351	$6\frac{1}{2}$	8,335	$154\frac{19}{54}$
Persons with Salaries, viz., Clerks and others - 43 Do. do. deceased - 7	50	230	$4\frac{3}{5}$	8,167	$163\frac{17}{50}$
Persons having no Business or Occupation - 5 Do. do. deceased - 1	6	42	7	310	$51\frac{2}{3}$
Persons who have deserted their families - -	2	4	2	138	69
Journeymen and Servants - - - - 2 Do. do. deceased - - - 1	3	21	7	109	$36\frac{1}{3}$
	184	1,109	$6\frac{5}{184}$	31,164	$169\frac{17}{46}$

continued.

Income.	Children admitted.
Nil - - - - - - - - -	14
Amount not stated, but insufficient - - -	3
Not exceeding 50*l.* a year - - - - -	13
„ 100*l.* „ - - - - -	31
„ 150*l.* „ - - - - -	32
„ 200*l.* „ - - - - -	40
„ 250*l.* „ - - - - -	11
„ 300*l.* „ - - - - -	18
„ 350*l.* „ - - - - -	10
„ 400*l.* „ - - - - -	8
„ 450*l.* „ - - - - -	2
„ 500*l.* „ - - - - -	2
	184

Christ's Hospital,
November 16, 1865.

1864.—Admitted on this Year's Presentations.

Children of

Professional Men.			Clergymen.			Military and Naval Officers.			Tradesmen.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
1	Not exceeding 50*l.* a year	6	1	Not exceeding 100*l.* a year	7	2	Not exceeding 200*l.* a year	2	3	Nil	1 with 2
		5			1 with 3			7			2 „ 4
2	„ 150*l.* „	9			1 „ 5	1	„ 250*l.* „	6	1	Not stated, but insufficient	3
		3 with 4	5	„ 150*l.* „	2 „ 8	2	„ 300*l.* „	9	1	Not exceeding 50*l.* a year	5
		1 „ 5			1 „ 11			6			
7	„ 200*l.* „	1 „ 6			3	2	„ 365*l.* „	9			2 with 2
		2 „ 7			6						3 „ 3
1	„ 300*l.* „	6	4	„ 200*l.* „	7						6 „ 4
1	„ 400*l.* „	6			8				16	„ 100*l.* „	2 „ 5
					5						1 „ 6
			3	„ 250*l.* „	6						2 „ 7
					10				5	„ 150*l.* „	4 „ 5
					2 with 4						1 „ 8
			6	„ 300*l.* „	2 „ 6						1 „ 3
					1 „ 7						1 „ 6
					1 „ 9				6	„ 200*l.* „	1 „ 7
			2	„ 400*l.* „	8						1 „ 8
					10						2 „ 9
			1	„ 450*l.* „	6						1 „ 3
					9				4	„ 250*l.* „	2 „ 4
			3	„ 500*l.* „	10						1 „ 7
					12						
									1	„ 300*l.* „	6
									1	„ 350*l.* „	7
									1	„ 380*l.* „	6
12			25			7			39		

continued.

Persons with Salaries, such as Clerks and others.			Persons having no Business or Occupation.			Journeymen and Servants.		
Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.	Children admitted.	Parents' Income.	No. of Children in Family.
1	Not exceeding 50*l.* a year	5	2	Nil	4	3	Not exceeding 52*l.* a year	2 with 5
		2 with 1			6			1 „ 6
		2 „ 3	1	Not exceeding 60*l.* a year	3			
10	„ 100*l.* „	2 „ 4	2	„ 200*l.* „	3			
		4 „ 5			4			
		2 „ 3						
		3 „ 4						
11	„ 150*l.* „	3 „ 5						
		2 „ 7						
		1 „ 8						
		2 „ 4						
		1 „ 5						
5	„ 200*l.* „	1 „ 7						
		1 „ 8						
		1 „ 1						
		1 „ 4						
6	„ 250*l.* „	2 „ 5						
		1 „ 7						
		1 „ 8						
		1 „ 5						
3	„ 300*l.* „	1 „ 8						
		1 „ 10						
1	„ 350*l.* „	6						
1	„ 400*l.* „	9						
1	„ 413*l.* „	4						
						3		
39			5					

1864.—Admitted on this Year's Presentations—*continued.*

Children of

Professional Men deceased.			Clergymen deceased.			Military and Naval Officers deceased.			Merchants and Trademen's deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
3	Nil.	2 with 4 1 „ 6	1	Nil	6	1	Nil	2	2	Nil	4 6
1	Not exceeding 50*l.* a year	8				1	Not exceeding 180*l.* a year	2	1	Not exceeding 50*l.* a year	2
3	„ 100*l.* „	4 5 6							6	„ 100*l.* „	2 with 4 1 „ 5 1 „ *6 2 „ 7
2	„ 150*l.* „	4 5*							1	„ 150*l.* „	3
1	„ 300*l.* „	9							3	„ 200*l.* „	2 6* 6
1	„ 340*l.* „	4							2	„ 220*l.* „	6 10
11			1			2			15		

continued.

Persons with Salaries, such as Clerks and others, deceased.			Persons having no Business or Occupation, deceased.		
Children admitted.	Income for Support of Family.	No. of Children in Family.	Children admitted.	Income for Support of Family.	No. of Children in Family.
3	Nil	2 with 2 1 „ 3	1	Nil	1
1	Not exceeding 50*l.* a year	1	1	Not exceeding 200*l.* a year	5
3	„ 100*l.* „	1 with 2 2 „ 4			
2	„ 150*l.* „	6 7			
1	„ 220*l.* „	8			
1	„ 400*l.* „	6			
11			2		

* Both parents deceased.

Total, 172.

Abstracts of the foregoing Statement.

1864.

Children of	No. of Children admitted.	No. of Children in Families.	Average No. of Children in each Family.	Total Income.	Average Income.
				£	£
Professional men - - - - - 12	23	128	$5\frac{13}{25}$	3,600	$156\frac{13}{23}$
Do. deceased - - - - 11					
Clergymen - - - - - 25	26	184	$7\frac{1}{13}$	6,600	$253\frac{11}{13}$
Do. deceased - - - - - 1					
Military and naval officers - - - - 7	9	49	$5\frac{4}{9}$	2,041	$226\frac{7}{9}$
Do. do. deceased - - 2					
Tradesmen - - - - - - 39	54	271	$5\frac{1}{54}$	6,838	$126\frac{17}{27}$
Do. and merchants deceased - - 15					
Persons with salaries, viz., clerks and others - 39	50	241	$4\frac{41}{50}$	7,873	$177\frac{23}{50}$
Do. Do. deceased 11					
Persons having no business or occupation - - 5	7	26	$3\frac{5}{7}$	660	$94\frac{2}{7}$
Do. Do. deceased 2					
Journeymen and servants - - - - -	3	16	$5\frac{1}{3}$	156	52
	172	915	$5\frac{55}{172}$	27,768	$161\frac{19}{43}$

continued.

Incomes.	Children admitted.
Nil - - - - - - - - -	16
Amount not stated, but insufficient - - -	1
Not exceeding 50*l.* a year - - - - -	6
„ 100*l.* „ - - - - -	43
„ 150*l.* „ - - - - -	28
„ 200*l.* „ - - - - -	31
„ 250*l.* „ - - - - -	17
„ 300*l.* „ - - - - -	14
„ 350*l.* „ - - - - -	3
„ 400*l.* „ - - - - -	8
„ 450*l.* „ - - - - -	2
„ 500*l.* „ - - - - -	3
	172

Christ's Hospital,
November 16, 1865.

Tuesday, 4th July 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

GOLDWIN SMITH, Esq., M.A., called in and examined.

G. Smith, Esq., M.A.

4th July 1865.

8815. (*Lord Taunton.*) You are Professor of Modern History in the University of Oxford?—I am.

8816. Has your attention been turned to the subject of the present state of middle-class education in this country, and to any means by which it might be improved?—I have heard a good deal of the subject at Oxford, where efforts are being made to improve it in connexion with the university, and I have been led to a certain extent to think of the means of improving it, though the experience I have had has been more in connexion with upper class education.

8817. Have you ever had anything to do with the system of local examinations?—No, I have not.

8818. Have you formed any opinion as to what may be termed the subject-matter of middle-class education? I mean the description of studies to which the boys of the middle classes can be most advantageously attracted?—Of course the question as to the proper subject matter of education is one about which there is at present a great deal of uncertainty, which is undergoing discussion, about which there are various opinions, and as to which it is impossible to dogmatise. At present, however, we seem to rest in the conviction, that it is necessary to have something as a backbone to the whole system, something that will secure the training of all the faculties of the mind. This we suppose we secure at the universities by classics and mathematics, and the question is whether anything can in like manner be fixed upon as the backbone of middle-class education.

8819. Will you favour the Commission with any opinion which you may have formed upon that point?—I give it, of course, with very great hesitation, but my impression is that the two things that are most likely to train the whole of the faculties, that is, among the subjects at present available, are Latin and geometry; but I should add to those subjects something that would train the taste, and probably music would be the most available subject in the case of the middle class.

8820. When in giving that answer, you speak of the "middle class," what do you understand by the term?—Roughly speaking, those who are not intended to go to the university.

8821. Can you say what amount of payment, including board, you would think a boy of that class would be expected to give for his education?—No, that is a point upon which I could not say anything worth hearing. I suppose it must differ in different parts of the country to some extent. As to board, I should perhaps put in a *caveat* there, that my inclination is in favour of day schools where they can be instituted rather than of boarding schools.

8822. Do you think the influences of home, generally speaking, are better than the sort of moral training that boys receive when they are

boarders at a school?—I think it is an evil in moral training, and an evil that grows greater the lower you descend in society to take the child from its home.

8823. Is not that home very often a place where the child does not receive very good moral influences?—Very often it is so; but perhaps if the home was left to perform its natural duty it would grow better.

8824. Are you inclined to rate very highly the effects of that sort of moral training which boys receive under a good schoolmaster when they are boarders?—I should think that in the long run the evils of taking a child from its parents, and putting it in the boarding school, would predominate over the advantages. Society in England has long been unused to home education. We have received by tradition the system of the middle ages, when the family was comparatively little regarded, and when the boys were taken from their parents and subjected to a sort of half monastic system. That I take to be the great root of the boarding school system, and I believe that if society were soundly constituted, and if the home were taught its duties, the day school system, where it could be introduced, would be best. Of course it is only in a town that you can very conveniently introduce it.

8825. (*Lord Lyttelton.*) Do you apply that more particularly to the middle classes than to the upper classes?—I think I do, because the master of an upper-class school is likely to be a superior man. The master of a middle-class school may be a well-trained man for his special object, but it is not very likely that he will be a superior man, intercourse with whom would greatly improve the boy, and make up for the loss of home influences and affections.

8826. (*Lord Taunton.*) Do you think the influence of the boys upon one another in a tolerably well-conducted public school is not advantageous?—There is a balance of advantages and disadvantages. There are good influences no doubt, and everybody is aware of those influences in connexion with our great public schools; but there are also bad influences, of which everybody who has been at a public school must also be aware.

8827. I think you stated that you thought Latin a very useful part of the education of a boy, even in what may be termed the lower division of the middle class?—I think that it trains pretty nearly all the faculties, which the pure reasoning of geometry does not train; that the careful rendering of one language into another, and the grammatical and logical analysis of sentences trains, I may almost say, the judgment; it trains, generally speaking, those faculties of the mind which are other than the pure reasoning faculties.

8828. Would you wish them to cultivate Latin principally as an an instrument for training the mind, or with a view to the advantage which they might derive from the knowledge of the language itself?—Principally as an instrument of training the mind, but I think also that the study itself is one of the greatest utility. It opens up modern languages, and at the same time I think it is a better study than modern languages. The alternative proposed, if you choose a language, would probably be French; but I cannot help thinking that French has this disadvantage, that if you teach it everywhere it becomes the vehicle of conveying over Europe the ideas of one particular nation, and those ideas, in the moral department, at least, at this moment are not high. Latin, as the universal language of the middle ages, had the great advantage of being neutral.

8829. How far would you push the study of Latin?—I certainly should not, saving in very exceptional cases, include much composition. I think that grammatical exercises would be enough; but I should require translation from Latin into English.

G. Smith, Esq., M.A.

4th July 1865.

8830. (*Lord Lyttelton.*) From English into Latin?—Not from English into Latin, except as grammatical exercises.

8831. In the case of boys who, generally speaking, leave school at about 15 or 16 to go into business, you would ground them thoroughly in Latin for the knowledge of the language, but without much writing Latin?—Yes.

8832. (*Lord Taunton.*) Would you wish to make the study of Latin obligatory in these schools, or would you leave any degree of choice to the parents of the boys in that respect?—I think, looking to the state of the classes in question, that you must take upon yourself the responsibility of choosing for them the best subjects, and that you must to a certain extent enforce those subjects. I should allow great latitude as to the additions, whether in the shape of history or science or anything else of more obvious practical utility.

8833. Do you apprehend that there would be, on the part of the commercial classes, and especially of small tradesmen and people in that rank of life, a great objection to their sons devoting very much time to the study of Latin?—I do not believe there would. I believe that when once a system was established as the best they would come into it.

8834. (*Lord Lyttelton.*) De you think they would have some degree of intelligent appreciation of the benefits of learning Latin?—I think they would soon see the power that any good system of training gave. You could not expect them in the first instance to enter into the ideas which we have on these subjects; but I think they would soon see the result if you were right in your choice.

8835. (*Lord Taunton.*) In the case of endowed schools, do you think it would be desirable still to retain Latin as one of the staples of instruction there?—I should still retain Latin as one of the staples of instruction, only that I should not require any composition beyond exercises, and I should entirely relinquish Greek, not because I do not appreciate the value of Greek, but because I am hopeless of enforcing two dead languages.

8836. In some middle-class schools, either those used by the higher division of the middle class or those which from their magnitude might be supposed to include boys of remarkable talent and energy, do you think it would be desirable to give them the power of acquiring Greek if they showed an aptitude for doing so?—I think it is necessary if possible so to construct the system of education that there shall be no sharp line drawn between the different strata of class; that the passage shall be as free as possible and assisted, if it may be, by exhibitions and endowments, from the lower to the higher grades of education. The less you can separate classes I think the better. In America the public schools are by far the best. You can hardly set up a private school. The consequence is that I have myself seen the children of the wealthy people of the place sitting side by side with the shoeless children of emigrants. I believe that is on the whole a great blessing to the nation. I should therefore place in the way of a boy of talent at a middle class school the power of acquiring Greek and anything else requisite to enable him to rise in the highest grade in education.

8837. I believe that in America the system is that they are on a perfectly equal footing; they receive gratuitous education, but that inasmuch as the richer parents can afford to keep their sons at school longer than the poorer ones, a natural division takes place; the children of the richer parents going into higher branches of learning than those of poorer parents?—That is generally the state of the case. "America" of course is a very large term, and you find great variations of society there. At New York, for example, there is a wealthy

and fashionable class who eschew the public schools, and you find that again when you cross the border into Canada; but, generally speaking, there is a tendency to use the public schools, and in the west it seemed to me that you could hardly get a private school to exist.

8838. (*Lord Lyttelton.*) The boys who would learn Greek would in your view in most cases go to the universities?—I think that should be the criterion. When a boy is destined for the university he should learn Greek.

8839. Therefore in so far he would not exactly belong to the middle class?—No.

8840. (*Lord Taunton.*) Do you attach great importance to the physical sciences being taught in these schools?—The question is, and it is one which I am not prepared to answer, whether physical sciences at present are quite in the state to be made the subject of education. I should certainly not exclude them. I should certainly take care that in every middle-class school there were lectures, or whatever may be best adapted to give the boys general ideas of the world they live in, and to convey to them the great impressions and facts of science. That at all events you may compass.

8841. Do you think, besides the advantages of the positive knowledge to which you have referred, it is of importance to develope the power of observation of the boy?—Certainly; but besides any difficulty inherent in the subject matter, there would be variations as to local requirements; in some cases there might be a necessity that they should learn more science. I think having once made up your mind to try certain subjects as the foundation, you should allow great latitude as to the rest.

8842. You mean you would make it in a great degree optional for the parents of the boys and also in the discretion of the masters?—In the discretion of the masters mainly.

8843. Do you think it important in a school to leave a very wide discretion to a master in the conduct of the studies?—Yes, I think it important to leave a wide discretion. It is only by leaving such a discretion in good masters that education can, ordinarily speaking, be made to advance.

8844. With reference to the subject matter of education in these schools, is there any other point on which you are desirous of favouring the Commission with any observations?—I think there should be one subject that should cultivate the taste, and it seems to me that music is the most available subject.

8845. Do you prefer that to drawing?—I should think that boys in general are more likely to reach a satisfactory point in music than in drawing.

8846. (*Lord Lyttelton.*) You think it is a more general taste?—And I should think the capacity for learning music was more common than that for learning artistic drawing.

8847. (*Sir S. Northcote.*) Do you not think that there are a considerable number of cases in which drawing would be very much valued by the parents, and also by the boys of the middle classes?—That gets upon another ground. I would teach them whatever is required for their calling in life; but I am speaking now of the mental training.

8848. Do you think that you would have any advantage in teaching a subject by means of which the taste might be cultivated if it were also the case that that subject were valued for some positive use which the boy might attach to it?—Certainly; but then music is of the greatest use as a recreation and pleasure in after-life.

8849. I am not at all disputing the fact that in many cases music

G. Smith, Esq., M.A.

4th July 1865.

would be a very proper subject to teach, but when you speak of it as the one which you would take in preference to the other, I ask whether there may not be many cases in which drawing would be valued more than music, and whether in those cases you would not prefer drawing to music?—There might be such cases. I merely suggested a third subject as a cultivation of the taste, and I would go no further than to say that music seems to me more generally available.

8850. (*Lord Taunton.*) Would you see any objection to leaving the choice between music and drawing optional, either at the discretion of the master or of the parents of the boys?—No.

8851. (*Mr. Acland.*) Have you adverted to the great difference between the power of drawing as an artistic faculty and the power of simply representing form, and do you think there would be no cultivation of the taste in the latter case, and on that ground would you not recommend it?—I speak with great diffidence on the subject, because I have no practical knowledge of it, but I should have thought that boys would seldom make great progress in artistic drawing; would seldom make such progress that they would keep it up, and find a resource and pleasure in it in after-life. I should think the great majority of boys are capable of being taught music, so that it should be a resource and pleasure to them in after-life, and a means of social enjoyment and refinement.

8852. In attaching so much importance to drawing you are not thinking of mechanical drawing, or the power of representing form which might be made useful; but you are speaking only of that kind of artistic drawing in which a boy might take pleasure?—Yes.

8853. (*Lord Taunton.*) Has your attention been at all directed to the state of the endowed schools of this country?—I was a member of the Education Commission which inquired into popular education, and we had occasion to look into the endowments to a certain extent. Not many of them fell directly within our scope, but still we were led to look a little beyond our immediate scope.

8854. Is it your opinion that those endowed schools are in a satisfactory state?—We reported that they were not.

8855. In what respects do you think their deficiencies mainly consist; is it that they do not do the work of education in proportion to the revenues which they receive, or is it that the quality of the instruction given is not good?—Generally speaking, I think they were not doing work in proportion to their endowments; many of them, I think, were found to be in a positively bad state. I think our Assistant Commissioners found that that was so.

8856. Do you believe the principle of endowment generally to be a bad one, or do you think under a proper system it might be made useful, especially as it now exists in this country?—Like many other things it can hardly be spoken of absolutely, you must speak of it with reference to time and circumstances. I think there are great dangers in endowments. Experience has shown that they tend to make schools too independent of public requirements, and to make them torpid. They tend to make all institutions torpid. On the other hand, if properly used they may be at a certain crisis the means of raising education above the mere popular demand of a class in need of intellectual improvement, and I take it that the demands of the middle class at this time would be a very bad criterion of what education ought to be.

8857. Do you believe that endowments give a sort of fixity to schools which is advantageous both in its effects upon the imagination of boys, and with reference to the general respect which is paid in this country to that which has an element of fixity in it?—Yes; they may

operate well in that way, but that of course is a secondary consideration. One must look first to their actual effect on education.

8858. Are you able to suggest any means by which you think the endowments of this country might be made more available for the purposes for which they were intended?—I think we suggested with reference to those we had to deal with, and it is applicable to all, that the boards of trustees should if possible be improved, and also that they should be put under thorough inspection.

8859. Do you think it of great importance that every means should be taken to ensure the appointment of a competent master?—Certainly, and the dismissal of an incompetent one.

8860. You state that you think some system of regular inspection should be provided, have you at all considered by what machinery that inspection could best be provided for?—I take it for granted that, for present purposes at all events, this group of schools with which you are dealing must be placed under some central authority to get them into a good state. Whether centralization or de-centralization would ultimately be the best thing is another question. At present they must be taken in hand to get them into a good state. I confess I am strongly against making the political Government the centre of education, and I am strongly in favour of placing the centre in the universities.

8861. By "the universities" do you mean the two universities or the three universities?—The three universities.

8862. The universities of Oxford, Cambridge, and London?—No; by the three universities I meant Oxford, Cambridge, and Durham.

8863. Would you object to add the University of London to it?—Certainly not, supposing that university would undertake such a function.

8864. You think a body could be established which would have sufficient weight and authority with the country to be recognized as a fit body to provide for the regular inspection of the endowed schools at all events?—For the inspection of the endowed schools and for the certification of masters for them.

8865. You would allow no master to be appointed to one of these endowed schools who had not a certificate from some body of that description?—Certainly. I suppose you can deal directly with the endowed schools only, but you may impose conditions on the endowed schools which would greatly improve them, and which would be clearly good in themselves, and I think it highly probable that the other schools would voluntarily come into those conditions. It seems to me to be the great use at this moment of these endowments, that they are the things upon which you can operate to set up a good pattern.

8866. Do you think it would be expedient or right compulsorily to enforce on private and proprietary schools this system of inspection, which the State might fairly demand of endowed schools?—No, you could not compel them, but you would induce them.

8867. (*Lord Lyttelton.*) You would not attempt to establish any general disqualification for teaching?—Certainly not.

8868. (*Lord Taunton.*) You would be against a system of certificates which would make the profession of schoolmaster a close profession?—Yes; I think it would ultimately become a close profession if certificates were real guarantees; but by having more than one centre you would prevent anything procrustean or tyrannical in the system.

8869. (*Lord Lyttelton.*) What do you mean by "more than one centre"?—Three or four universities.

G. Smith, Esq., M.A.

4th July 1865.

8870. You would not have them act concurrently but separately?—Yes.

8871. (*Lord Taunton.*) You think that is of great importance?—I think so.

8872. Would you leave to the trustees of an endowed school the right to go to either of these universities for their master and for their system of inspection?—Yes, I would.

8873. (*Sir S. Northcote.*) If you would do that, would you allow them to go to the Scotch and Irish universities also?—That is a difficult question. We are speaking, of course, of the case of English schools. The fact is that a Scotch university is not the same thing as an English university. If I was to say exactly what I should like, I should say "No," but then I do not know whether you might not incur odium in the refusal, which would more than counterbalance the advantages.

8874. (*Lord Taunton.*) I think, as a member of a former Commission, your attention was called to Christ's Hospital?—It was.

8875. What is your general opinion of the condition of that institution?—I believe our report was considered rather unfavourable.

8876. (*Lord Lyttelton.*) Your report did not go into the whole question of the state of instruction there?—No, it did not; that did not fall very directly within our inquiry. It was, in fact, disputed whether Christ's Hospital fell within our inquiry at all.

8877. (*Lord Taunton.*) Did you personally inspect the school?—No, I did not.

8878. Were you led to consider the question of the funds of that institution with reference to any possible improvement in their application?—I do not think we either put forward or formed any very definite scheme about them. It was a subject which was difficult for us to deal with, because as I say it did not fall directly within the scope of our inquiry. My personal impression is, that supposing the obvious difficulties to be surmounted, to make a set of very good day schools for London would be the best thing you could do with the fund.

8879. (*Dr. Temple.*) You would like to make it a set of day schools?—Yes.

8880. That would alter the character of it entirely, because it is now entirely a boarding school?—It would, and I of course feel that there is that difficulty.

8881. And it would confine it to London, whereas now boys are brought from all parts of the country, the sons of poor clergy for instance?—I thought they came mainly from London. If I am wrong on that point, of course the difficulties in the way of my suggestion would be increased.

8882. I think in their report your Commission recommended some change in the system of admission into Christ's Hospital?—We did; we recommended the abolition of nominations.

8883. And the substitution of competition for nomination, either wholly or partial?—Yes.

8884. Are you still of opinion that that would be the best mode of dealing with that endowment and with similar endowments?—As to this endowment of Christ's Hospital, as I say, I do not feel sure that it can be put to the best use without considerable change, without altering its character very much, and turning it into day schools.

8885. (*Lord Taunton.*) Do you think it possible to engraft a system of day teaching upon the present system without doing away with it as a great boarding school?—I should do everything I could to promote day schools, but I am afraid there is a difficulty on the subject of discipline in combining the boarding school with a day school. With regard to

competition, I would not carry competition too far. You may, of course, easily overstrain very young boys. I should merely recommend admission by fitness as against nomination.

8886. (*Rev. A. W. Thorold.*) What do you mean by "admission by fitness"?—I think we were led to believe that when a child was sure of a nomination its education was neglected. I should guard against such nominations as these.

8887. (*Mr. Acland.*) You mean that you would have had a qualifying examination, though not a competitive one?—A qualifying examination at all events.

8888. (*Rev. A. W. Thorold.*) That would not do away with the principle of nomination; you would simply not allow any boy nominated to be admitted without passing through a preliminary examination?—I should require at least a preliminary examination.

8889. (*Lord Taunton.*) Are you aware that something has recently been done in that direction, and that a more stringent examination is required than was the case before?—No, I have not followed up the subject of Christ's Hospital at all. I can only state a very general impression as to the mode in which it would be most useful, supposing it was lawful to deal with it in that way.

8890. (*Mr. Acland.*) Can you point out to us a little more in detail how you would improve the trustees of grammar schools?—We recommended that permanent power should be given to the Privy Council of making ordinances to reform all these endowments, but it seemed to be thought that that recommendation was not practicable.

8891. Are you favourable to leaving these trustees to fill up their own vacancies, or should you be disposed to give any right of local election or nomination from a higher authority?—I should be disposed as much as possible to leave them to fill up their own vacancies, because I cannot help hoping that opinion is advancing upon these points, and that you will find the trustees themselves will improve; but if it appears that the state of the endowment is at present very bad, it may be necessary, as a temporary measure at all events, to introduce some other element.

8892. You are, of course, aware that in many cases the trustees of important grammar schools consist chiefly of country gentlemen?—Yes.

8893. And that they are not always very willing to give up a great deal of time to the consideration of questions connected with schools, and I think, if I may mention my own experience, that they are in some cases apt to view with very great jealousy any independence on the part of the master?—Here I am on ground where my practical experience fails me.

8894. Should you think it safe to give any particular power in these trusts to the municipal bodies of the country?—I should not think the municipal bodies generally, except in the great cities, would make a very enlightened exercise of the power.

8895. Should you think it desirable to give a power of nomination in local trusts to any superior authority, and if so, what?—I do not think I am prepared to make any definite recommendation.

8896. With reference to the certification of masters, do you propose that a person should be certificated by the university as masters who have not gone through a course of residence in the universities?—It is a question, and an important one, whether it would not be desirable to have some training college for masters of middle schools, and whether it might not be desirable to have that also at the universities. I am very much inclined to think that great benefit would result.

G. Smith, Esq., M.A.

4th July 1865.

This was one reason why I mentioned the old universities, because they have those special influences which might be useful to men of that kind.

8897. Supposing means for the education of schoolmasters to be provided, either by a training school or possibly by serving an apprenticeship under experienced teachers, should you think the universities you have named, on the whole, the best judges to judge of their fitness as teachers?—I should think they were. The University of London is as capable as Oxford or Cambridge of judging of the fitness of teachers, though London would not be so good a place for a training college. I have no doubt that the authority of the universities would be accepted by the nation, and it seems to me to be free from many objections to which a political centre of education is liable.

8898. Are you able to point out at all in what way the particular art of teaching—what is called the science of pedagogy—is to be made a reality, and to be judged of by the certificating body?—It would be very difficult, indeed, for a certificating body to judge of anything but the acquirements of the teacher.

8899. Should you think that if the certificating body confined itself solely to the question of acquirements, that still that would be an advantage in itself, without certifying to his power of teaching?—I think that would still be a great advantage.

8900. (*Lord Lyttelton.*) Do you think they could give any certificate of character?—I should think that they themselves might require proper certificates of character, and they might have the power of withdrawing their own certificate in the case of any delinquency.

8901. (*Mr. Acland.*) Supposing these three or any number of universities to embark under the sanction of the State in the certification of masters, have you considered how you might guard against the evil of their under-bidding each other?—Of the universities under-bidding each other?

8902. Yes. I mean lowering the standard?—I can speak confidently only of Oxford and Cambridge. I do not think there would be any danger of their lowering the standard. With respect to Durham, that, of course, is a special case, and I think with regard to Durham, unless something is done, there may be said to be a danger of its ultimately lowering the standard of academical requirements, and even granting degrees on easier terms than the other universities. If you once begin to descend that hill you will find it extremely difficult to get up again. If any special function could be assigned to the University of Durham, it seems to me that it would not only be a benefit in itself, but might be a safeguard against considerable danger. Perhaps, in reference to this very subject, you might assign it special functions. You might begin there more easily than at the other universities to appropriate, perhaps, a portion of the endowments to the purposes of training middle-class masters and inspecting middle-class schools.

8903. Should you be prepared to say from your experience of Oxford examinations that there is no tendency in the existing universities, if not to lower their standard, at least to contract their standard with a view to the interest of their own institution?—I do not think there is at Oxford.

8904. Do you not think that certain subjects get less encouragement than they might have with a view to giving artificial support to other subjects?—I am not aware that such is the case. The science school at present is in a feeble state, but that, I believe, is because it is young, not because it is not honestly administered. I cannot depose positively to the standard, because I am not examiner in the school,

but I believe that, though the school is young the standard is honestly upheld. The history school, which from the nature of the subject is more easily brought into working order, does well. I should be ready to tender that which, perhaps, would be the best evidence, the Stanhope or Arnold Essays.

8905. If I understand the effect of your answer, it would be this: that in the event of the nation committing so important a duty as the certification of masters to the universities, that the standard would be sufficient for the requirements of the country?—Yes, I have no fear but that they would do their duty.

8906. And also that they would thoroughly meet the practical wants of the country as well as support the standard which might be in accordance with the old feeling of the university?—So I believe.

8907. (*Dr. Storrar.*) I should like to ask you, as a member of the former Commission, whether your attention has been turned to the subject of social science, as it is popularly called, as an educational instrument?—Yes, to a certain extent, my attention has been turned that way.

8908. You are aware that Mr. William Ellis has turned his attention very much to the introduction of the study of social science into schools?—Yes.

8909. What is your opinion of the value of social science as an educational agent?—I do not think I can give a definite opinion on the question. Of course education is an experimental subject, and we must see the results of such an experiment before we can speak confidently about it. I should have doubted whether the subject was at present in a state to be very available for boys, not that I would not have it taught—not that I would not have any subject as far as it is really useful taught in these schools, but if you speak of the staple of education, and speak of it with our present lights and the results of our present experience, I should not be inclined to substitute it as a part of the staple of education for one of the subjects I have named.

8910. You would be prepared to accept it as an accessory?—Certainly, and to allow it to take its place as a principal if it can win it.

8911. (*Rev. A. W. Thorold.*) With respect to the masters of middle-class schools, do you think it would be important, supposing it possible, that, they should have had a university training?—I think a university training a very good thing for any master. You cannot expect him to spend three years at the university, but what I should like to see tried, though probably on a small scale, would be a training college for masters of these schools at one of the universities.

8912. With the power of attending professors' lectures?—Yes.

8913. That you think would be preferable to a plan already suggested of utilizing the training colleges for masters of elementary schools?—I do not like educating any profession apart from the rest. I think it is a great evil to shut up any profession, not least the schoolmasters, by themselves. I should like to extend to them the same advantages as we have ourselves at the universities if I could.

8914. Do you think it would be possible to found a college or hall at either of the universities with the special object of training middle class teachers?—I do not see why we should not. I would most gladly see the university moved to consider such a proposal.

8915. You would consider it a great advantage to such men to be trained for one or two years at a great centre of education like a university?—Yes, I think they would gain from it advantages more valuable perhaps than positive knowledge.

8916. (*Mr. Acland.*) Will you be kind enough to explain a little more in detail how you would appoint the inspectors and what system

G. Smith, Esq., M.A.

4th July 1865.

of inspection?—I should like to see the endowed schools, that is such of them as fall within the scope of this inquiry, placed under the inspection of the universities; but then of course the difficulty arises, what funds are you to appropriate to the payment of inspectors? I individually should be very glad to appropriate a part of the university funds and even to appropriate fellowships to the purpose. I think we can spare some fellowships. Some of the colleges are very wealthy, and if their property is properly managed I think they might well spare some for this purpose. We should thus give back to that class some of the endowments which were, necessarily as I think, taken from them by late reforms.

8917. How would you provide for the discharge of those duties so as to put such inspectors on the same footing, if desirable, as the inspectors who are appointed by the executive government, or would you be content to give a fellow the same interest in his inspecting fellowship as he has in an ordinary fellowship?—I should give the university all the authority requisite to inspect these endowed schools; but I must not pretend to suggest a specific provision for the inspectors at present, because I speak subject to your being able to carry the university with you. The question is whether the universities might not have funds to devote in that way, and whether they would be willing to devote them. I should like to see that question brought before the university.

8918. Are you speaking of university funds as distinguished from college funds?—Yes. We have this difficulty, that our chief funds really are held by a number of colleges, and are more or less private. We cannot draw upon them for any university object.

8919. Are you now speaking of the funds which are not private and which are in the hands of the university?—Those which are in the hands of the university. Those funds however are comparatively small.

8920. Do you think it would be desirable to call upon the schools for a fee for inspection?—That might be done, no doubt; but I should like to see if we cannot make provision ourselves.

8921. (*Rev. A. W. Thorold.*) In case the inspection is compulsory, would it be fair to make them pay for it?—The endowment, I think, is quite in the hands of the State.

8922. (*Mr. Acland.*) That would be a question of how the endowment could be most advantageously spent, would it not?—Certainly. You have as much right to spend it in inspection as in teaching.

8923. Would it not be necessary to examine schools only at certain seasons, or do you think the inspection could be carried on all the year round, so as to fill up the time of an inspecting fellow?—I do not think I can say.

8924. (*Lord Taunton.*) When you speak of inspection, I presume you do not mean a system of constant and minute interference with the schools?—No; a periodical inspection and report as to the state of the schools.

8925. Such an inspection as shall prove that the schools are satisfactory?—Yes.

8926. (*Mr. Acland.*) Do you think that that inspection could be less than once a year?—No, I think not.

8927. Do you think for any school of any size much less than a week would suffice for the inspection?—Perhaps not, but I would provide whatever was necessary to do the thing well.

8928. (*Dr. Temple.*) Would you propose that the universities should be compelled to inspect these schools or only empowered to do so?—I do not think you could compel them, but I think that if this

Commission could send down any proposition of the kind to them at Oxford, at least it would be at all events favourably considered, and the university might possibly concur with this Commission in reporting upon it.

8929. Would you compel the schools to submit to the inspection?—The endowed schools certainly.

8930. Leaving them simply the choice as to which university they would call upon to inspect them?—You might leave them the choice, or you might divide the country between the universities.

8931. (*Mr. Acland.*) Can you give us any more in detail what kind of mathematical teaching you would make general and what you would make optional?—I take it for granted that all the boys would be taught arithmetic and the rudiments of algebra; but geometry has this great advantage, that it is not the mere application of rule, that it is pure reasoning, which the pupil may thoroughly apprehend.

8932. (*Lord Taunton.*) Is there not a class of boys who have some quickness in other respects but who have an invincible distaste and inaptitude for mathematics?—You must, to a certain extent, give way to those cases, but I should very much doubt whether any boy who gave his mind to the subject was incapable of apprehending it.

8933. (*Mr. Acland.*) There is a certain class of boys in the middle classes who are above the National schools, and yet whose education is necessarily limited in point of time, which should you say was the most important universal system for the middle classes in the event of Latin and geometry not being both practicable, Latin or mathematics? Supposing you must make one optional, which would you release?—It would be very hard to choose, and I should be very loth to relinquish either. With our present lights I think I would stick to Latin.

8934. You probably think mathematics would come by itself?—No, I do not think that.

8935. You give your opinion then simply on the merit of the subject?—If I was driven to choose, I think I should choose Latin.

8936. The question has to do with boys who go into business under 15, perhaps at 14?—I doubt whether a moderate amount of mathematics and geometry would much add to the labour of learning Latin.

8937. Would not the practical result in after-life of even one book of Euclid be more certain than the practical result of a very small modicum of Latin?—My impression is rather the reverse.

8938. You would certainly prefer either of those subjects to the necessary teaching of what are called useful sciences?—Yes, as the matter stands at present I should. I do not see anything that has assumed a form which makes it so good an instrument of education as these subjects are known to be.

8939. Would you modify the teaching of Latin for the class contemplated, namely, the lower stratum of the middle class, or would you let it be simply the earlier stage of Latin teaching, tending to culminate in the universities?—The advantage is so very great of not having a break in the chain of education, that if possible I should certainly teach it so as to point to the higher department.

8940. (*Dr. Temple.*) I should like to ask one question, which is not on anything you have said, but which I think is very closely connected with our whole inquiry. Have you ever thought of the possibility of opening the universities very widely to a lower class than now come to them, by doing away with the present requirement that every one shall live within college walls?—That question has been a good deal discussed amongst us, and it is a moot point whether young men live more cheaply in lodgings. There is another way of course of

G. Smith, Esq., M.A.

4th July 1865.

admitting an extended class in a certain sense within the pale of the universities, and that is by granting degrees without residence.

8941. When we compare, for instance, the expense of residence at the University of Oxford with the expense of residence at the University of Glasgow, there can be no question at all that if you admitted a very large body who were not required to live within the college walls they could come much more cheaply?—My impression is that you could only compass it by applying a very strict system of discipline to the class whom you wished to admit on cheaper terms. The regular expenses of college life are not so great. It is the social expenses that are so heavy, and if you bring the new class within the influence of that social expense, they will find the general level. I think we may make improvements in the college system as it is, which would reduce the expense.

8942. You have not at all contemplated the possibility of admitting a very large body from a lower class to the universities?—No, I have not, nor do I think, as English society at present is constituted, it is quite possible.

8943. (*Lord Taunton.*) Has your attention been at all directed to the present state of education of girls of the middle class?—No, not at all.

8944. We are much obliged to you for the evidence you have given, and if anything occurs to you bearing on the subject we have been inquiring into, perhaps you will have the kindness to append it to your evidence?—I will.

Appendix.

In compliance with the Chairman's direction, I beg leave to say by way of appendix to my evidence, that what I wish most to bring before the minds of the Commissioners is the expediency, in case any central system of certification or inspection, or both, shall be established for the class of schools with which the Commission is dealing, of endeavouring to place the central authority in the universities, not in the seat of political power. I need not dilate upon the reasons for this suggestion, which will occur to every one who has turned his attention to the subject, and which are enforced as I conceive by the example of foreign countries where the opposite course has been adopted. The universities of Oxford, Cambridge, and Durham have already shown a disposition to take part in the improvement of middle-class education by instituting the middle-class examinations; and perhaps the University of London also might be found willing to take part in the same work. In case the Commissioners should take this view, I would venture to suggest to them that it might be well to communicate with the universities, and in the case of Oxford and Cambridge with the several colleges, so as to be able, in recommending any scheme, to report the approval and concurrence of those bodies. This of course is especially desirable in the case of any scheme involving an appropriation of university or college funds.

Having expressed a preference in my evidence for day schools over boarding schools on account of the evils arising from the withdrawal of home care and influences, I may mention that at St. Andrew's College, Bradfield, of which I am a trustee, an attempt worthy of notice is being made to combine the freedom and manliness of a public school on the boarding system with more of the care and supervision of home. So far as I can learn, the attempt is not unsuccessful. This, however, is an upper-class school.

Adjourned.

END OF VOL. I.